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ABSTRACT

This report provides a longitudinal, comprehensive compendium of student performance data in the area of writing for the 2000-2001 school year. The report was generated using aggregate student data from North Carolina public schools, including charter schools, and provides information regarding student performance at the state level at each of the score points for grades 4, 7, and 10. It is based on results from the annual on-demand writing sample required during the North Carolina Writing Assessment at grades 4, 7, and 10. Also included in the report are the specific focused holistic score scales and sample student responses representing each of the score points. The report is divided into the following broad parts: List of Tables (n=18); List of Figures (n=10); Part I, North Carolina Writing Assessment, Grades 4 and 7; Part II, North Carolina Test of English II, Grade 10; and Appendix (Student Report Form, Grade 4; Student Report Form, Grade 7; North Carolina Charter Schools, 2000-01). (NKA)

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North Carolina
Testing Program

ED 480 429

Report of Student Performance in Writing 2000 – 2001

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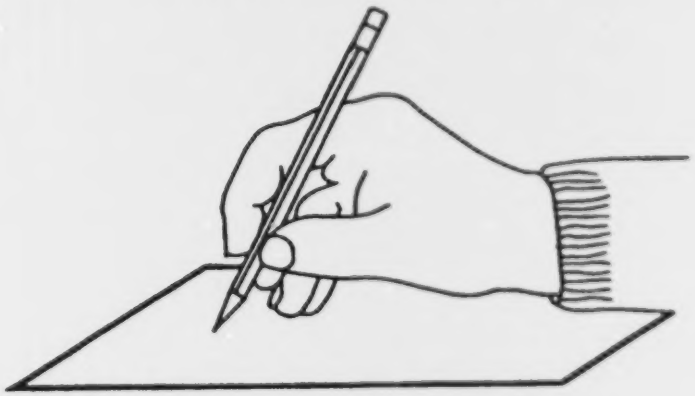

Grades 4, 7, and 10

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The 2000-01 North Carolina

Report of Student Performance in Writing

Grades 4, 7, and 10

November 2001

Public Schools of North Carolina
State Board of Education
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Introduction

The 2000-01 Report of Student Performance in Writing provides information on student performance on the North Carolina Writing Assessment at grades 4, 7, and 10 (English II). The annual writing assessment, a component of the North Carolina Testing Program, is also a component of the ABCs Accountability Program at grades 4 and 7 (growth and performance composites) for the 2000-01 school year. Writing at grade 10 is also included in the ABCs Accountability Program in the Index Model and the Performance Composite. The measurement of writing in North Carolina and its inclusion in the ABCs ensure that writing as a basic skill is emphasized in every classroom throughout each student's academic experience. Such an emphasis provides each student with a solid foundation in written communication in preparation for the competitive and global marketplace of the twenty-first century.

The writing assessment was first added to the North Carolina Testing Program in 1983-84 to place a greater emphasis on writing statewide. Initially, writing was measured in grades 6 and 9. In 1985-86, the writing assessment at grade 9 was moved to grade 8. English II, an end-of-course writing assessment that focuses on world literature other than literature from the United States and Great Britain, was added to the statewide testing program in 1991-92. In 1992-93, the annual assessment of writing was expanded again to include the measurement of narrative writing at grade 4. In response to the reorganization of public education in North Carolina and the ABCs, in 1995-96 the statewide testing program was reduced. The assessment of writing was reduced from grades 4, 6, 8, and 10 (English II) to grades 4 (narrative), 7 (expository or point-of-view), and 10 (expository), the grades in which writing was assessed in North Carolina during the 2000-01 school year.

The 2000-01 Report of Student Performance in Writing provides a longitudinal, comprehensive compendium of student performance data in the area of writing. The report was generated using aggregate student data from North Carolina public schools, including charter schools, and provides information regarding student performance at the state level at each of the score points for grades 4, 7, and 10. In addition, state-level performance is reported by the percentages of students scoring at or above 2.5 in grades 4 and 7 (student performance standard) and at or above 3.0 in grade 10 (student performance standard), by gender, ethnicity, and category of exceptionality. State-level results are also reported showing how well students are able to apply standard language conventions in their writing at grades 4 and 7 using +'s and −'s and in English II using an analytical score scale (1 – 3) in the areas of sentence formation, usage, mechanics, and spelling. Also included in the report are results by LEA (stem and leaf) and charts providing the percentages of students scoring at each of the score points, the percentages of students scoring at or above 2.5 for grades 4 and 7, and the percentages of students scoring at or above 3.0 for grade 10. The specific focused holistic score scales and sample student responses representing each of the score points are also included in this report.

The purpose of this report is to provide information about the level of student performance in the area of writing based on results from the annual on-demand writing sample required during the North Carolina Writing Assessment at grades 4, 7, and 10 (English II).

2000-01 Report of Student Performance in Writing

Table of Contents

List of Tables iii

List of Figures v

Part I, North Carolina Writing Assessment, Grades 4 and 7

North Carolina 2000-01 Report of Student Performance in Writing, Grades 4 and 7 3

2000-01 North Carolina Writing Assessment, Grades 4 and 7, State-Level Summary Statistics 11

2000-01 North Carolina Writing Assessment, Grades 4 and 7, Copies of the Grades 4 and 7 Sample Student Responses 21

Grade 4 Narrative Composition Focused Holistic Score Scale 22

Grade 7 Expository Composition Focused Holistic Score Scale 29

2000-01 North Carolina Writing Assessment Grades 4 and 7, Regional by LEA Performance 37

Part II, North Carolina Test of English II, Grade 10

North Carolina 2000-01 English II Report of Student Performance, Grade 10 71

2000-01 North Carolina English II Writing Assessment, State-Level Summary Statistics 77

2000-01 North Carolina English II Writing Assessment, Copies of the English II Sample Student Responses 85

Expository Composition Focused Holistic Score Scale 87

Conventions Analytical Score Scale 89

2000-01 North Carolina English II Writing Assessment, Regional by LEA Performance 101

Appendix 117

Student Report Form, Grade 4 119

Student Report Form, Grade 7 121

North Carolina Charter Schools, 2000-01 123

List of Tables

Writing, Grades 4 and 7

Table 1. Fourth Grade Reader Agreement Status 5

Table 2. Seventh Grade Reader Agreement Status 6

Table 3. North Carolina Testing Program, Annual Writing Assessment, 1996-97 to 2000-01, Percent of Students at or above the Standard of 2.5, Grades 4 and 7 ... 14

Table 4. North Carolina Testing Program, Annual Writing Assessment, 1996-97 to 2000-01, Distribution of Narrative Writing Scores Across Years, Grade 4 17

Table 5. North Carolina Testing Program, Annual Writing Assessment, 1996-97 to 2000-01, Distribution of Writing Scores Across Years, Grade 7 18

Table 6. North Carolina Testing Program, Annual Writing Assessment, 2000-01, State Scores of Students with Special Needs 20

Table 7. North Carolina Testing Program, Annual Writing Assessment, 2000-01, Grade 4, Percent of Students Scoring at or above 2.5, by LEA 39

Table 8. North Carolina Testing Program, Annual Writing Assessment, 2000-01, Grade 7, Percent of Students Scoring at or above 2.5, by LEA 40

Table 9a-f. North Carolina Testing Program, Annual Writing Assessment, 2000-01, Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores, Grade 4, by LEA and Region 41

Table 10a-f. North Carolina Testing Program, Annual Writing Assessment, 2000-01, Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores, Grade 7, by LEA and Region 48

Table 11a-f. North Carolina Testing Program, Annual Writing Assessment, 2000-01, Percent of Students at or above 2.5, Grade 4, by Ethnicity, LEA, and Region 55

Table 12a-f. North Carolina Testing Program, Annual Writing Assessment, 2000-01, Percent of Students at or above 2.5, Grade 7, by Ethnicity, LEA, and Region 62

English II, Grade 10

Table 1. English II Reader Agreement Status Across Administrations 73

Table 2. North Carolina Testing Program, Annual English II Assessment, 1996-97 to 2000-01, Percent of Students at or above the Standard of 3.0 79

Table 3. North Carolina Testing Program, Annual English II Assessment, 2000-01, State Scores of Students with Special Needs 83

Table 4. North Carolina Testing Program, Annual English II Assessment, 2000-01, Percent of Students Scoring at or above 3.0, by LEA 103

Table 5a-f. North Carolina Testing Program, Annual English II Assessment, 2000-01, Score Point Distribution and Percent of Students at or above 3.0, by LEA and Region 104

Table 6a-f. North Carolina Testing Program, Annual English II Assessment, 2000-01, Percent of Students at or above 3.0, by Ethnicity, LEA, and Region 110

List of Figures

Writing, Grades 4 and 7

Figure 1. North Carolina Testing Program, Annual Writing Assessment, 1996-97 to 2000-01, Percent of Students Scoring at or above the Standard of 2.5, Grade 4 13

Figure 2. North Carolina Testing Program, Annual Writing Assessment, 1996-97 to 2000-01, Percent of Students Scoring at or above the Standard of 2.5, Grade 7 13

Figure 3. North Carolina Testing Program, Annual Writing Assessment, 1996-97 to 2000-01, Distribution of Narrative Writing Scores, Grade 4 15

Figure 4. North Carolina Testing Program, Annual Writing Assessment, 1996-97 to 2000-01, Distribution of Writing Scores, Grade 7 16

Figure 5. North Carolina Testing Program, Annual Writing Assessment, 1999-00 to 2000-01, Percent of Students Scoring at or above the Standard of 2.5, Grade 4 by Ethnicity 19

Figure 6. North Carolina Testing Program, Annual Writing Assessment, 1999-00 to 2000-01, Percent of Students Scoring at or above the Standard of 2.5, Grade 7 by Ethnicity 19

Engli... II, Grade 10

Figure 1. North Carolina Testing Program, Annual English II Assessment, 1996-97 to 2000-01, Distribution of Expository Writing Scores, Grade 10 80

Figure 2. North Carolina Testing Program, Annual English II Assessment, 1996-97 to 2000-01, Percent of Students Scoring at or above the Standard of 3.0 81

Figure 3. North Carolina Testing Program, Annual English II Assessment, 1996-97 to 2000-01, Analytics, Percent Scoring at Each Score Point 82

Figure 4. North Carolina Testing Program, Annual English II Assessment, 1999-00 to 2000-01, Percent of Students Scoring at or above the Standard of 3.0, by Ethnicity 84

Part I

North Carolina Writing Assessment

Grades 4 and 7

North Carolina 2000-01 Report of Student Performance in Writing Grades 4 and 7

Overview

- The North Carolina Assessment of Writing was administered statewide on March 6, 2001 to all students in grades 4 and 7. The writing assessment at grade 4 measured students' composing skills in the narrative mode while the assessment at grade 7 measured the expository mode. Student responses at both grades were scored using a four-point scale.

Findings

- Student performance in writing increased this year at grades 4 and 7 when compared to student performance in 1999-00. Although scores improved statewide at both grades, there was variation in student performance in writing between schools and school districts.
- At grade 4, approximately 68.8 percent of all students tested statewide achieved a score of 2.5 or greater (the standard) compared to 57.6 percent in 1999-00. At grade 4, the percent of students achieving 2.5 or greater increased by 11.2 percentage points. Overall, student performance in writing statewide at grade 4 has shown a substantial increase since the assessment began in 1992-93 (see Figure 1, page 13).
- At grade 7, approximately 73.2 percent of all students tested statewide achieved a score of 2.5 or greater (the standard) compared to 71.9 percent in 1999-00. At grade 7, the percent of students achieving 2.5 or greater increased by 1.3 percentage points. This is the sixth year of the writing assessment at grade 7, and this year's performance showed an increase over the five previous years (see Figure 2, page 13).
- Across both grades, higher percentages of female students than male students received the top writing scores.
- At grade 4, generally, a somewhat greater percentage of White students (75.8%) achieved a score of 2.5 or higher, followed by the percentage of Asian students (70.9%), Multi-racial students (69.8%), Other students (66.7%), American Indian students (66.4%), Hispanic students (58.0%), and Black students (56.1%).
- At grade 7, the proportion of Asian students (82.4%) receiving higher writing scores was slightly greater than the proportion of White students (80.3%). Multi-racial students (75.1%) had the next largest proportion receiving higher scores, followed by the proportions of Other students (68.3%), Hispanic students (63.6%), American Indian students (62.6%), and Black students (59.3%).

- While schools are diligently preparing students to meet more rigorous academic standards in reading, mathematics, and writing, there still is variation in performance among students, classrooms, and ethnic groups.

- Our continuing challenge is to emphasize and focus more on communication skills in the classroom. Whether oral, visual, or written, effective communication skills are the results of active learning and frequent use of higher level thinking skills. The State Board of Education has reaffirmed its belief that writing is a basic skill that must continue to be emphasized in every classroom by including the assessment of writing as a component of the ABCs Accountability Program.

- *Table 3 on page 14 depicts percentages of students in the state scoring at or above the standard of 2.5 at grades 4 and 7 for the 1996-97, 1997-98, 1998-99, 1999-00 and 2000-01 school years. A disaggregation by ethnicity and gender is also provided.*

What is the Writing Assessment?

- The annual writing assessment, a component of the North Carolina Testing Program, is a state-mandated on-demand assessment of student performance in writing at grades 4 and 7.

- The writing assessment was added to the North Carolina Testing Program in 1983-84 to place a greater emphasis on writing statewide. The revised North Carolina *Standard Course of Study (SCS)* emphasizes writing as a basic skill that can be improved with appropriate emphasis. The measurement of writing ensured that ample time and resources are allotted for the development in the classroom.

- The writing assessment measures students' skills in two different modes of writing. Students in grade 4 are asked to write a narrative composition (personal or imaginative), and students in grade 7 are asked to write an expository (clarification or point-of-view) composition.

How is the Writing Assessment Administered?

- On the day of testing the teacher removes from a sealed envelope individual copies of a writing prompt. At each grade the writing prompt provides instructions that set forth the task. Each student has sixty-five minutes to write a composition in response to the prompt. Scheduled extended time may be allotted to students with special needs or students with limited language proficiency, if appropriate.

How is the Writing Assessment administered? (continued)

- The prompt requires students to apply their knowledge and skills in language to demonstrate their ability to communicate information in writing. In response to the prompt, and students in grade 4 must write a narrative composition, students in grade 7 are required to write an expository or point-of-view composition.

How are scores reported?

- Each year students' scored compositions, student and classroom scores, and scoring guides are returned to all fourth and seventh grade teachers several weeks after scoring. Teachers are encouraged to use the scoring guides along with the student responses to acquire a better understanding of the scoring criteria and to interpret scores to students and parents.
- Each year summary scores are returned to each school and school system in the state.

What is the expected standard for writing?

- The expected standard for writing at grades 4 and 7 is the mid-point score of 2.5 or above on a four-point scale. This standard represents an achievable level and quality of writing that can be reached with effective instruction.
- By achieving a score of 2.5 or above, a student has demonstrated a reasonable command of the particular mode of writing assessed.
    - The score of 2.5 is the current grade level standard that is also reported as the accountability indicator.

How are the compositions scored?

- Each student composition is scored by two independent readers. The composition is assigned either a 1-4 or Non-Scorable score by each reader. For responses where the two scores are discrepant by a single score point, a mid-point score is assigned to the student's response. For example, a student may receive a 2.5 as a score.

There were 100,930 fourth grade public school student papers which were scored by two readers and rescored by the scoring director if the readers differed by more than one point on the four-point scale. The agreement rate of the readers is shown below in Table 1.

Table 1
Fourth Grade Reader Agreement Status

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
100,930	75.9	24.0	0.1

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

There were 98,178 seventh grade public school student papers which were scored by two readers and rescored by the scoring director if the readers differed by more than one point on the four-point scale. The agreement rate of the readers is shown below in Table 2.

Table 2
Seventh Grade Reader Agreement Status

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
98,178	79.6	20.3	0.1

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

- The assigned score point reflects each student's performance with respect to a set of predetermined criteria for each score point (focused holistic scoring). The score points define the student's command of the mode of writing required. A generic score scale follows that is applied across modes and grades:
  - NS = Student response is not readable or composition is otherwise unscorable.
  - 1 = Student response exhibits a lack of command of the mode of writing.
  - 2 = Student response exhibits a weak command of the mode of writing.
  - 3 = Student response exhibits a reasonable command of the mode of writing.
  - 4 = Student response exhibits a strong command of the mode of writing.
- The quality of each composition is determined by considering the following characteristics: (1) main idea, (2) supportive details, (3) organization, and (4) coherence. A focused holistic score is assigned to each student's response based on these characteristics.
- A second, independent score evaluates the student's performance with respect to the use of standard English conventions (i.e., grammar, spelling, usage, and sentence formation). This score is reported as a "+" or "–". The "+" response exhibits an acceptable level of skills in sentence formation, usage, and mechanics; the "–" response does not exhibit an acceptable level.

- Each year the same scoring criteria and score point scale or standards are used as were used in previous years. However, the scoring guides are tailored to fit a particular prompt and the anchor papers (i.e., papers used to exemplify score point standards) are selected to correspond to the prompt administered for a given year.

Results of the Writing Assessment at Grade 4

- Students in the fourth grade were asked to write a personal narrative composition in response to the following prompt:

  Think about a time when you had a great day at school. Write a story about a time you had a great day at school.

- Readers scored 100,930 public school responses for grade 4. The scores show that 68.8 percent of the fourth graders wrote well enough to score at or above the standard of 2.5. This represents a dramatic increase of 11.2 percentage points from the 57.6 percent who achieved this level in 1999-00. About 4.8 percent of the fourth graders received the highest scores of 3.5 and 4.0 in comparison to 4.7 percent last year, and 3.1 percent received the lowest scores of 1.0 and 1.5 compared to 2.8 percent in 1999-00. In 2000-01, less than one percent (0.1) of the papers had problems which made them non-scorable.

- *Figure 3 on page 15 depicts the distribution of narrative composition scores for grade 4 across the years of administration (see also Table 4, page 17).*

- For conventions, 41.9 percent of fourth-graders received a double-plus (+ +) rating in comparison to 56.7 percent in 1999-00, while 31.0 percent obtained a plus-minus rating (+ −) in comparison to 27.6 percent last year. About 27.1 percent were assigned a double-minus rating (− −). In 1999-00, 15.6 percent of fourth-graders received a double-minus rating.

Performance of Subgroups at Grade 4

- **Gender.** Approximately 73.9 percent of the female students scored at or above the standard of 2.5 compared to 63.9 percent for male students.

- **Ethnicity.** About 75.8 percent of White students scored at or above 2.5 compared to 70.9 percent of the Asian students, 69.8 percent of Multi-racial students, 66.7 percent of Other students, 66.4 percent of American Indian students, 58.0 percent of Hispanic students, and 56.1 percent of Black students (see Figure 5, page 19).

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- *Table 3 on page 14 shows the percentages of students at or above the standard of 2.5 for each subgroup.*
- *Table 6 on page 20 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.*

Assessment Observations at Grade 4

- At grade 4, scores dramatically increased compared to student performance in 1999-00. Students had little difficulty choosing a time when he/she had fun with a friend or a relative. The majority of responses demonstrated the students' abilities to compose narratives that established a progression of ideas and events, although minor lapses in focus and progression may have occurred. The responses also contained less forced formulaic strategies than had been seen in previous administrations.
- Common weaknesses among responses scored 1 or 2 were 1) major breaks in the progression of ideas and events presented, or 2) flawed elaboration, especially the listing of ideas or events with little or no elaboration.

Results of the Writing Assessment at Grade 7

- Seventh graders were asked to write a well-organized point-of-view composition on the topic below.

  Take a position on whether wild animals should or should not be kept in zoos. State your position and explain why you think wild animals should or should not be kept in zoos.

- The 2000-01 school year is the sixth year that the writing test has been administered in grade 7. The readers scored 98,178 seventh-grade expository compositions. The scores showed that 73.2 percent of the seventh graders wrote well enough to score at or above the 2.5 standard compared to 71.9 percent who scored at this level on an expository composition in 1999-00. About 7.3 percent of the seventh graders scored 4.0 and 3.5 while 5.8 percent of seventh graders obtained these scores in 1999-00. About 3.4 percent scored 1.0 or 1.5 this year, and 2.6 percent received these scores in 1999-00. In the 2000-01 school year, less than one percent of the papers had problems which made them non-scorable.
- *Figure 4 on page 16 depicts the distribution of grade 7 composition scores across the years of administration (see also Table 5, page 18).*
- About 74.1 percent of seventh graders were assigned a double-plus (+ +) for their use of standard English conventions, and 80.2 percent of the students received the same rating in 1999-00. The plus-minus rating (+ −) was assigned to 18.2 percent of the papers in comparison to 14.2 percent in 1999-00. Almost 7.7 percent were rated with the do

double-minus (– –). In 1999-00 about 5.6 percent of seventh-grade students received the same rating.

Performance of Subgroups at Grade 7

- **Gender.** Approximately 79.8 percent of the female students scored at or above the standard (2.5) compared to 66.9 percent of the males.
- **Ethnicity.** About 82.4 percent of the Asian students scored at or above the standard of 2.5 compared to 80.3 percent of the White students, 75.1 percent for Multi-racial students, 68.3 percent of the Other students, 63.6 percent of the Hispanic students, 62.6 percent of the American Indian students, and 59.3 percent of the Black students (see Figure 6, page 19)
- *Table 3 on page 14 shows the percentages of students at or above the standard of 2.5 for each subgroup.*
- *Table 6 on page 20 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.*

Assessment Observations at Grade 7

- At grade 7, scores increased compared to student performance in 1999-00. Students had little difficulty taking a position on whether wild animals should or should not be kept in zoos. The majority of responses were focused on the subject matter and provided relevant reasons to support the positions taken. Common weaknesses seen among the responses that were not successful were the forced usage of statistical evidence and personal examples. When these techniques were applied, students tended to lose focus on their main ideas. This resulted in breaks in the progression of ideas which affected the coherence of the compositions.

2000-01

North Carolina

Writing Assessment

Grades 4 and 7

State-Level Summary Statistics

The following charts provide state-level summary statistics. The number tested at each grade level and the percentage of students scoring at each of the focused holistic score point values are provided. Longitudinal data of performance by gender and ethnicity, the performance of students with exceptionalities, and the performance of students identified as Limited English Proficient are also provided. The percent of students achieving the accountability standard of 2.5 is provided for all categories.

Figure 1. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2000-01
Percent of Students Scoring at or above the Standard of 2.5
Grade 4

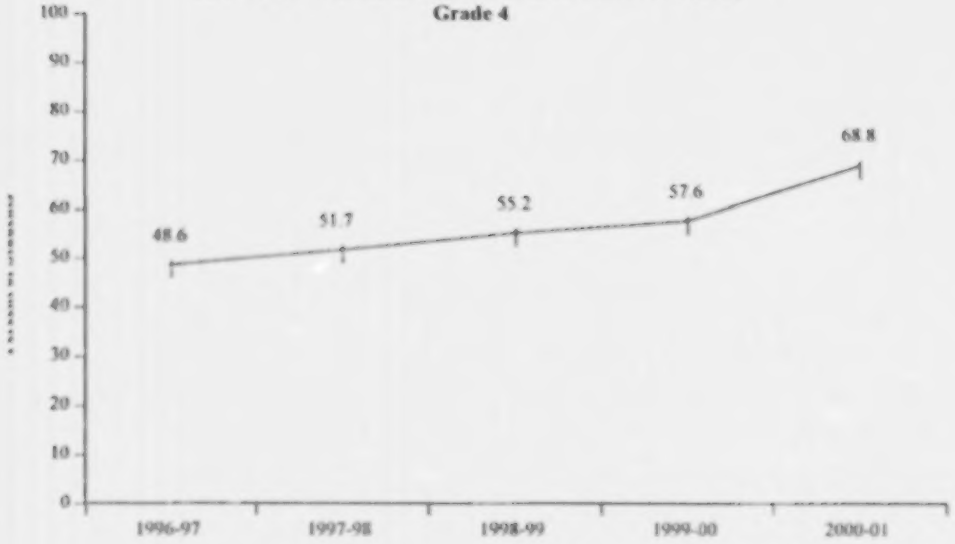
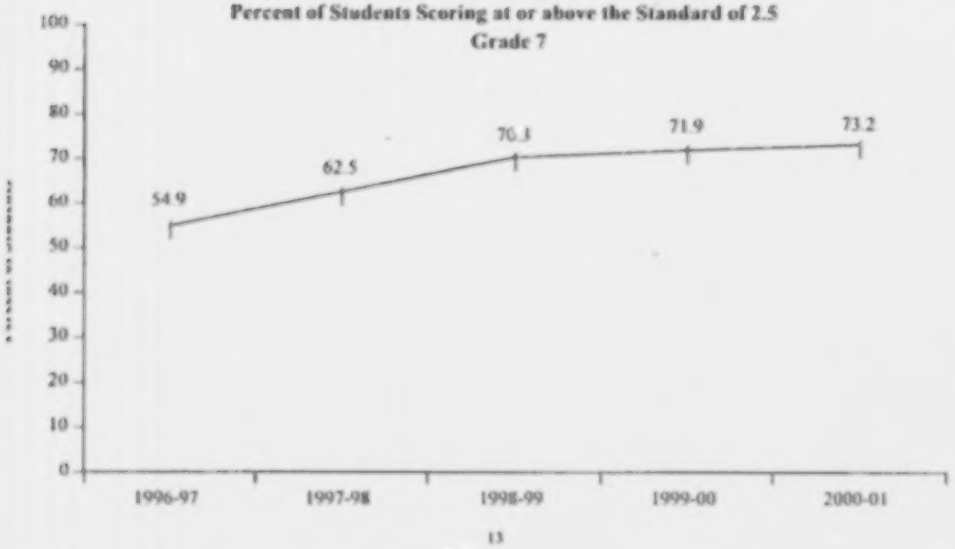


Figure 2. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2000-01
Percent of Students Scoring at or above the Standard of 2.5
Grade 7



13

Table 3. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2000-01
Percent of Students at or above the Standard of 2.5
Grades 4 and 7

Group	Percent of Students					Grade 4					Grade 7				
	1996-97	1997-98	1998-99	1999-00	2000-01	1996-97	1997-98	1998-99	1999-00	2000-01	1996-97	1997-98	1998-99	1999-00	2000-01
Number Tested	100.0%	100.0%	100.0%	100.0%	100.0%	90,638	94,386	96,649	99,038	100,930	88,422	91,332	90,921	93,567	98,178
						Percent At or Above 2.5									
All Students	100.0%	100.0%	100.0%	100.0%	100.0%	48.6%	51.7%	55.2%	57.6%	68.8%	54.9%	62.5%	70.3%	71.9%	73.2%
Gender															
Female	49.4%	49.6%	50.0%	49.1%	49.1%	56.3%	56.5%	61.9%	62.6%	73.9%	62.6%	68.0%	77.3%	79.2%	79.8%
Male	50.5%	50.2%	50.0%	50.9%	50.6%	41.1%	47.1%	48.4%	52.9%	63.9%	47.5%	57.3%	63.6%	64.9%	66.9%
Ethnicity															
American Indian	1.7%	1.5%	1.5%	1.5%	1.6%	41.9%	38.8%	50.6%	51.5%	66.4%	40.2%	47.6%	62.8%	59.8%	62.6%
Asian	1.3%	1.3%	1.4%	1.6%	1.5%	53.2%	58.9%	59.9%	67.6%	70.9%	58.5%	68.7%	76.5%	76.4%	82.4%
Black	28.6%	29.2%	29.6%	29.6%	30.1%	36.7%	37.8%	43.2%	46.3%	56.1%	39.2%	47.6%	58.3%	60.8%	59.3%
Hispanic	1.8%	2.3%	2.6%	3.1%	3.8%	39.7%	40.5%	46.8%	48.3%	58.0%	43.3%	53.1%	61.1%	60.8%	63.6%
Multi-racial	1.2%	1.2%	1.5%	1.7%	2.1%	51.7%	54.3%	54.7%	58.9%	69.8%	54.6%	64.9%	70.2%	69.8%	75.1%
White	64.8%	63.7%	62.9%	62.1%	60.1%	54.3%	58.7%	61.2%	63.5%	75.8%	62.4%	69.7%	76.1%	77.9%	80.3%
Other	0.5%	0.4%	0.5%	0.5%	0.5%	48.2%	51.8%	52.5%	49.4%	66.7%	50.1%	56.3%	61.3%	65.2%	68.3%

Notes: For 1996-97 through 2000-01 data, the Accountability Standard formula is the percent of students scoring at or above 2.5 (i.e., the sum of students scoring 2.5, 3.0, 3.5 and 4.0 divided by the total number teste
Due to rounding, some categories may not sum to 100%.
Percent of students is based on the number of students in fourth grade or the number of students in grade 7.

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Figure 3. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2000-01
Distribution of Narrative Writing Scores
Grade 4

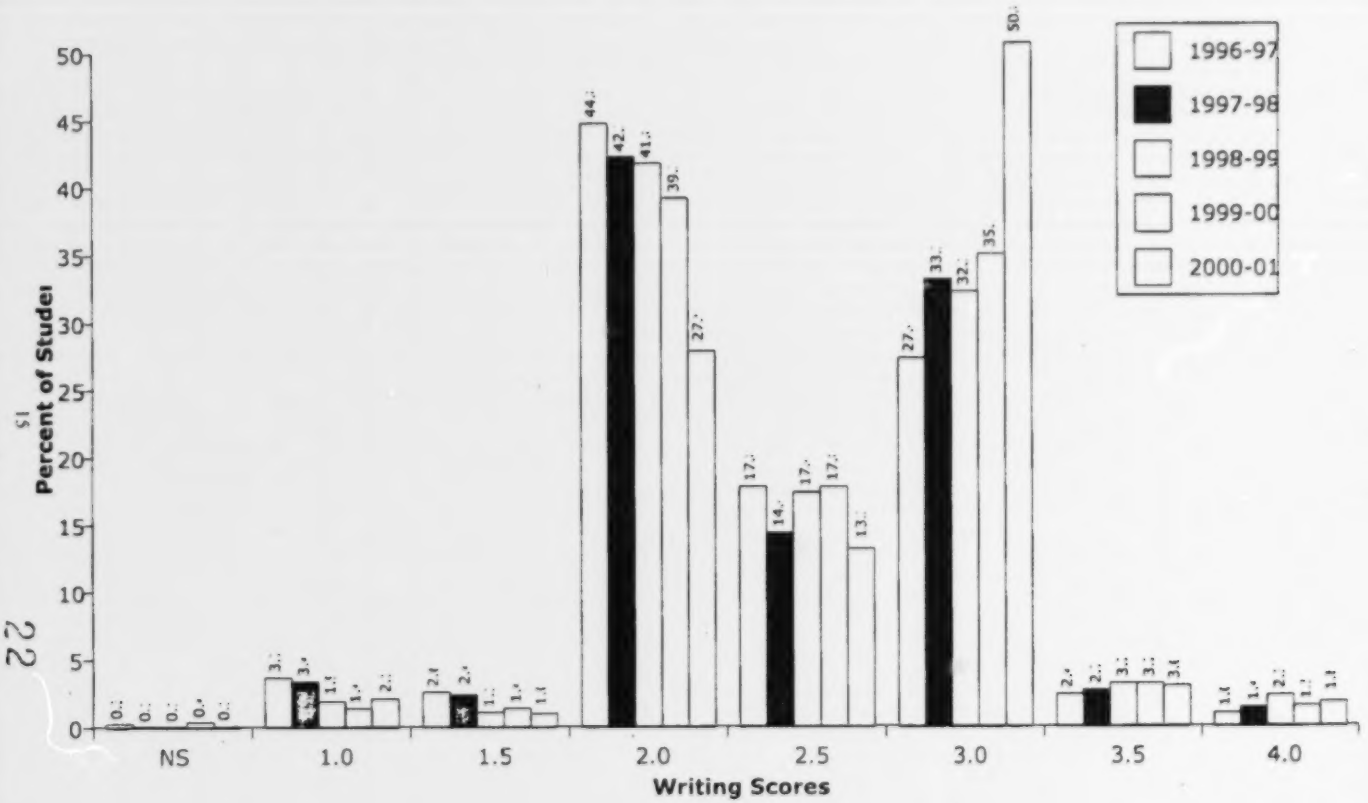
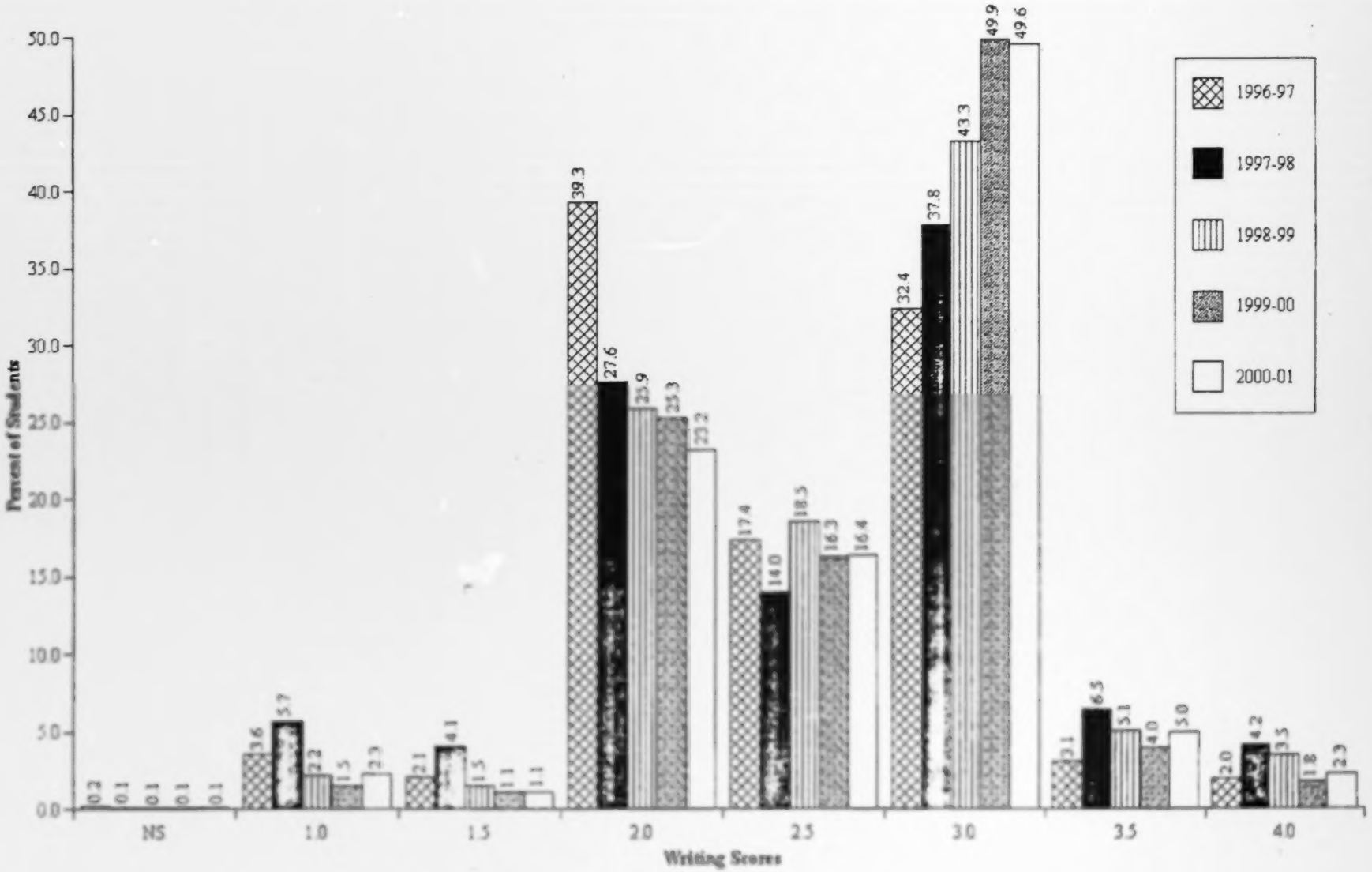


Figure 4 . North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2000-01
Distribution of Writing Scores
Grade 7



Notes: Prepared by the NCDPI Division of Accountability Services/Testing Section
2000-01 Report of Student Performance in Writing, Grades 4 and 7

Table 4. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2000-01
Distribution of Narrative Writing Scores Across Years
Grade 4

GRADE 4	NUMBER TESTED	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS
		N	N	N	N	N	N	N	N
1996-97	90,638	1.0	2.4	27.4	17.8	44.8	2.6	3.7	0.3
		927	2,145	24,836	16,158	40,610	2,335	3,322	305
1997-98	94,386	1.4	2.7	33.2	14.4	42.3	2.4	3.4	0.1
		1,327	2,530	31,357	13,622	39,933	2,310	3,236	71
1998-99	96,649	2.3	3.2	32.3	17.4	41.8	1.1	1.9	0.1
		2,207	3,101	31,246	16,774	40,353	1,035	1,809	124
1999-00	99,038	1.5	3.2	35.1	17.8	39.2	1.4	1.4	0.4
		1,501	3,189	34,729	17,661	38,789	1,386	1,406	377
2000-01	100,930	1.8	3.0	50.8	13.2	27.9	1.0	2.1	0.1
		1,842	3,063	51,835	13,465	28,720	1,030	2,226	154

Table 5. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 2000-01
Distribution of Writing Scores Across Years
Grade 7

GRADE 7	NUMBER TESTED	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS
		N	N	N	N	N	N	N	N
1996-97	88,422	2.0	3.1	32.4	17.4	39.3	2.1	3.6	0.2
		1,738	2,745	28,651	15,389	34,706	1,868	3,145	180
1997-98	91,332	4.2	6.5	37.8	14.0	27.6	4.1	5.7	0.1
		3,836	5,944	34,542	12,788	25,182	3,768	5,190	82
1998-99	90,921	3.5	5.1	43.3	18.5	25.9	1.5	2.2	0.1
		3,138	4,623	39,395	16,793	23,537	1,351	2,028	56
1999-00	93,567	1.8	4.0	49.9	16.3	25.3	1.1	1.5	0.1
		1,664	3,781	46,656	15,213	23,711	999	1,445	98
2000-01	98,178	2.3	5.0	49.6	16.4	23.2	1.1	2.3	0.1
		2,248	4,949	49,302	16,292	23,060	1148	2,290	143

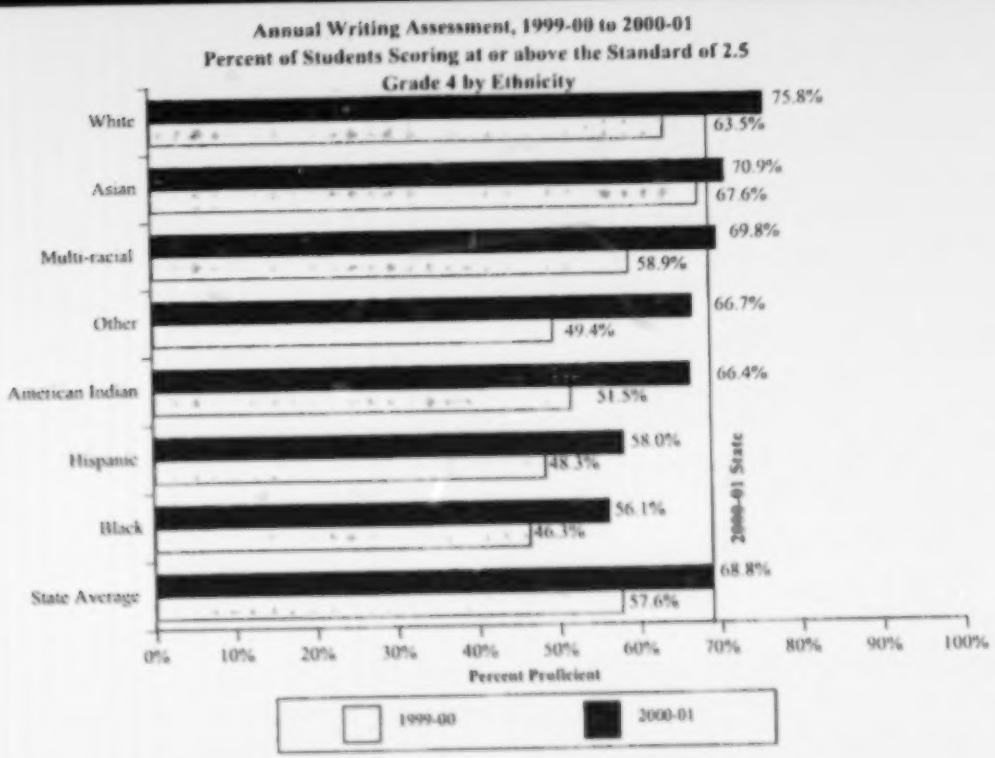


Figure 6. North Carolina Testing Program
Annual Writing Assessment, 1999-00 to 2000-01
Percent of Students Scoring at or above the Standard of 2.5
Grade 7 by Ethnicity

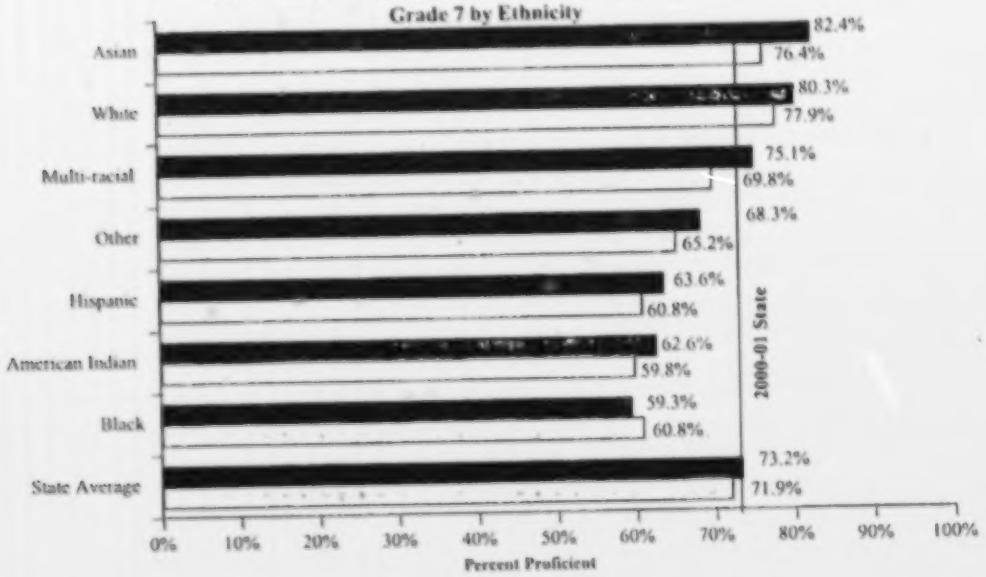


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Table 6. North Carolina Testing Program
Annual Writing Assessment, 2000-01
State Scores of Students with Special Needs

GRADE 4	NUMBER TESTED	PERCENT[1]	PERCENT AT OR ABOVE 2.5	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
				4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
All Students	100,930	100.0	68.8	1.8	3.0	50.8	13.2	27.9	1.0	2.1	0.1	41.9	31.0	27.1
Not Exceptional	74,559	73.9	68.9	1.1	2.3	51.2	14.2	29.1	0.8	1.2	0.1	37.9	33.6	28.5
Academically Gifted	12,485	12.4	92.2	6.8	8.9	68.4	8.0	7.7	0.1	0.0	0.0	74.8	20.2	5.0
Students with Disabilities	12,738	12.6	45.8	0.9	1.5	31.6	11.8	40.8	3.0	9.8	0.6	33.6	26.6	39.8
Behaviorally-Emotionally Handicapped	818	0.8	31.9	0.6	0.5	21.1	9.7	45.4	3.9	18.2	0.6	28.5	24.1	47.4
Hearing Impaired	153	0.2	47.1	0.7	0.0	37.9	8.5	36.6	4.6	11.1	0.7	34.0	24.8	41.2
Educable Mentally Handicapped	1,355	1.3	17.5	0.2	0.1	10.8	6.3	44.2	5.0	30.6	2.7	28.9	23.8	47.3
Specific Learning Disabled	7,086	7.0	50.6	1.2	1.9	34.4	13.1	40.6	2.7	6.1	0.1	34.2	26.2	39.5
Speech-Language Impaired	1,500	1.5	56.8	0.7	1.3	41.2	13.6	37.3	1.9	3.9	0.1	28.6	33.0	38.4
Visually Impaired	51	0.1	72.5	2.0	2.0	47.1	21.6	19.6	0.0	7.8	0.0	52.9	23.5	23.5
Other Health Impaired	1,540	1.5	46.2	0.7	1.4	33.8	10.4	41.9	3.2	8.2	0.4	40.1	25.9	34.0
Orthopedically Impaired	59	0.1	55.9	3.4	5.1	39.0	8.5	30.5	0.0	6.8	6.8	55.9	20.3	23.7
Traumatic Brain Injured	25	0.0	24.0	0.0	4.0	20.0	0.0	52.0	4.0	20.0	0.0	24.0	28.0	48.0
Autistic	121	0.1	36.4	2.5	1.7	20.7	11.6	33.1	2.5	19.8	8.3	47.9	24.0	28.1
Severe/Profound Mentally Disabled	1	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Multihandicapped	14	0.0	7.1	0.0	0.0	0.0	7.1	42.9	7.1	35.7	7.1	28.6	35.7	35.7
Deaf-Blind	1	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	14	0.0	7.1	0.0	0.0	0.0	7.1	7.1	0.0	71.4	14.3	21.4	42.9	35.7
Section 504	1,785	1.8	61.5	1.5	2.4	43.4	14.3	33.1	1.6	3.8	0.1	37.5	31.7	30.8
Limited English Proficient	1,750	1.7	45.5	0.1	0.7	32.2	12.5	46.1	2.0	5.4	1.0	17.2	30.7	52.1
Not Served by Title I	58,160	57.6	73.4	2.5	3.9	54.6	12.4	23.9	0.8	1.8	0.1	47.1	30.2	22.7
Schoolwide Title I Program	38,085	37.7	62.7	0.9	1.7	45.7	14.4	33.3	1.3	2.5	0.2	34.9	32.2	32.9
Targeted Assistance	60	0.1	41.7	0.0	0.0	30.0	11.7	48.3	1.7	8.3	0.0	23.3	26.7	50.0
Migrant	4,150	4.1	59.0	0.7	2.0	42.7	13.6	36.2	1.6	3.1	0.1	31.5	31.6	36.9

GRADE 7														
All Students	98,178	100.0	73.2	2.3	5.0	49.6	16.4	23.2	1.1	2.3	0.1	74.1	18.2	7.7
Not Exceptional	69,419	70.7	75.0	1.4	3.7	51.5	18.5	23.5	0.7	0.7	0.0	75.2	19.0	5.8
Academically Gifted	15,392	15.7	95.2	8.0	14.0	64.7	8.5	4.7	0.1	0.0	0.0	93.6	5.8	0.6
Students with Disabilities	12,333	12.6	36.5	0.3	1.0	20.8	14.3	44.2	4.8	13.7	0.9	43.8	29.1	27.1
Behaviorally-Emotionally Handicapped	1,189	1.2	25.7	0.2	0.3	13.6	11.5	45.8	6.9	20.1	1.5	44.3	30.0	25.7
Hearing Impaired	137	0.1	43.1	0.0	1.5	29.9	11.7	38.7	4.4	10.9	2.9	52.6	24.1	23.4
Educable Mentally Handicapped	1,749	1.8	10.5	0.0	0.1	4.1	6.3	42.1	7.7	37.2	2.6	28.7	28.8	42.5
Specific Learning Disabled	7,332	7.5	42.6	0.4	1.1	24.3	16.8	45.4	4.0	7.8	0.2	44.5	29.8	25.8
Speech-Language Impaired	244	0.2	41.4	0.4	1.2	25.0	14.8	44.7	4.9	8.6	0.4	45.5	35.7	18.9
Visually Impaired	33	0.0	69.7	0.0	0.0	54.5	15.2	15.2	3.0	9.1	3.0	69.7	24.2	6.1
Other Health Impaired	1,481	1.5	44.8	0.4	1.9	27.8	14.8	42.0	3.3	9.4	0.5	54.9	26.2	18.9
Orthopedically Impaired	50	0.1	28.0	2.0	2.0	18.0	6.0	46.0	4.0	22.0	0.0	56.0	24.0	20.0
Traumatic Brain Injured	26	0.0	42.3	0.0	7.7	15.4	19.2	34.6	0.0	23.1	0.0	61.5	11.5	26.9
Autistic	56	0.1	32.1	3.6	1.8	19.6	7.1	21.4	10.7	26.8	8.9	57.1	26.8	16.1
Severe/Profound Mentally Disabled	0	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Multihandicapped	18	0.0	0.0	0.0	0.0	0.0	0.0	22.2	11.1	55.6	11.1	27.8	5.6	66.7
Deaf-Blind	0	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	18	0.0	5.6	0.0	0.0	0.0	5.6	5.6	0.0	55.6	33.3	44.4	11.1	44.4
Section 504	1,428	1.5	63.5	1.2	2.7	41.6	18.1	32.6	1.8	1.8	0.3	63.9	24.1	12.0
Limited English Proficient	1,145	1.2	47.8	0.2	1.4	27.7	18.5	38.9	5.4	6.8	0.1	43.1	28.6	28.3
Not Served by Title I	81,029	82.5	75.1	2.5	5.4	51.3	15.9	21.6	1.0	2.1	0.1	75.3	17.5	7.1
Schoolwide Title I Program	13,561	13.8	64.5	1.0	2.8	41.8	18.9	31.0	1.5	2.8	0.2	68.5	21.2	10.3
Targeted Assistance	19	0.0	36.8	0.0	5.3	21.1	10.5	52.6	5.3	5.3	0.0	36.8	42.1	21.1
Migrant	1,878	1.9	57.8	1.2	2.1	35.9	18.5	35.3	3.0	3.5	5.0	62.6	25.2	12.1

Notes: *No scores are reported for groups with fewer than five students.
[1]Percent for "Not Exceptional" through "Trainable Mentally Disabled" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.
The exceptional categories may not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional. Students may have more than one disability but are only listed one time in the "Students with Disabilities" section.

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2000-01

North Carolina

Writing Assessment

Grades 4 and 7

Copies of the Grades 4 and 7 Sample Student Responses

The following pages provide copies of sample student responses from grades 4 and 7. The score point for each response and an annotation explaining the score are provided on each composition.

Grade 4 Narrative Composition Focused Holistic Score Scale

Score Point 4 - The response exhibits a strong command of narrative writing. The response is focused and has an effective sequencing of events and a clear progression of ideas. The writer provides specific, relevant details to support ideas. The composition is unified and well elaborated. The writer's organization provides a clear strategy or controlled plan; the composition progresses logically and has a sense of overall completeness.

Score Point 3 - The response exhibits a reasonable command of narrative writing. The response is focused and establishes progression of ideas and events although minor lapses in focus and progression may be present. The composition contains elaboration and support in the form of specific details. The composition may have minor weaknesses in coherence. The writer's organization provides a reasonable sense of logical progression and overall completeness.

Score Point 2 - The response exhibits a weak command of narrative writing. The response exhibits some progression of ideas and events and provides some elaboration and support. The elaboration is relevant but may be flawed. The composition may not be evenly elaborated, having a list-like quality with concrete supporting details. The composition may have little connection between a controlling idea and supporting details relevant to development.

Score Point 1 - The response exhibits a lack of command of narrative writing. There is evidence that the writer has read the prompt and attempted to respond to it. The writer may attempt to support ideas, but there may be no sense of strategy or control, or the writer may exhibit skeletal control but the response is too sparse to be scored higher than a "1." The response may not sustain focus on the topic, may lack clarity, and/or may have an inappropriate strategy.

NS - This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatement of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

Write the final copy of your story here.

One day in march of 99, my uncle yelled come on or well be late so I left. he told me we was going fishing. when We got there. he cast it out on the pond and reload it in. "I got one!" he yelled, so he pull it in we ate Fish that night he was so happy. we had a great time then "we must go fishing again some time!" he yelled when he left. I met my grandma some fish to ate. I had fun with my uncle dale. I hope we go fishing agin.

Score Point 1:

The writer has seen the prompt and attempted to respond ("...my uncle...told me we was going fishing."). While the response lists some events, it is too sparse to be scored higher than a "1."

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Write the final copy of your story here.

I had fun with Robert because we
Went to the mall together. We went
to record town so we could buy NSYNC
Noo strings attached. Then me & Robert
raced to books a million then we got a
teen magainze. C After that we went to
the game room to play a game. Then we
Went home at my house to listen to my
new cd. we also went outside to shot basket
ball with Jonathan. Then we went over
jonathans house & watched a movie called
deep blue sea. It was fun playing with
Robert & Jonathan this was the best
day of my life and I will never forget
this day, ona friday afternoon.

Score Point 2:

The response exhibits some progression of ideas and events ("...we went to record town..Then me & Robert raced...After that...Then we went home...Then we went over..."), but th events are presented in a list-like fashion. Supporting details are presented as extensions to the listed events ("...so we could buy NSYNC...to play a game...to listen to my new cd...movie called deep blue sea.").

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Write the final copy of your story here.

One cool, cloudy day last year my mom and I went horseback riding. We wanted to have some fun. So we decided to go to O'Konnors farm just down the road from our house.

Finally, we were there. Old Mr. O'Konner marched up to us. He asked us what horses we would like to ride. My mom picked out a beautiful gray and white horse named Cloudy. I looked at the ten stalls with the horses in them. I walked to the tenth stall and in it was a redish brown horse. Its main, tail, muzle, and legs were black. It had a white diamond shaped spot on its head. Mr. O'Konner told me his name was Diamond. It was my favorite. Then Mr. O'Konner placed a saddle on his back and led him out of the stall. Cloudy already had a saddle on. Now all we had to do was get on.

Quickly, I placed my right foot in the stirrup and clambered on his back. I watched my mom pull herself onto her horse. Soon she was on too. Diamond and I strode over to her and Cloudy.

Mr. O'Konner then led us to the pasture. When he told us we could go I let most of the reins go. Diamond galloped

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as if he wasn't touching the ground at all. I pulled back some of the reins and Diamond slowed to a trot. Cloudy and my mom soon caught up to us. We then let the horses go freely and we galloped around the pasture.

I had a wonderful time that day. I can't wait until next time. I just hope next time means soon.

Score Point 3:

The response is focused on a trip with mom to go horseback riding and has a clear beginning, middle, and ending. The writer has established a logical sense of progression ("One cool, cloudy day...Finally, we were there...My mom picked out...Then Mr. O'Konner placed a saddle...Quickly, I placed my right foot...I watched my mom...Soon she was on too...When he told us we could go...We then let the horses go freely..."). The narrative contains specific details ("...beautiful gray and white horse named Cloudy...diamond shaped spot on its head...galloped as if he wasn't touching the ground..."), and has a reasonable sense of logical progression.

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Write the final copy of your story here.

A time I had fun with a friend was when I went to Minneapolos, Minnesota on February 13, 2000.

It all started on a cloudy snowy day in the beautiful state Minnesota. I was 10 years old and had come to visit one of my best friends Lauren Lauren was almost 12 and has brown hair and brown eyes. That morning, we had decided to go to the huge Mall of America. I couldn't believe it!

At about 11:00 we were out the door and almost there. When we arrived, I jumped out of the car and headed for the door. We went in and ran straight to the giant amusement park. It was a huge place, with huge rides! There was a ferris wheel, a roller coaster, a log flume, giant swings and much, much more! Of course, I ran straight for the rollercoaster. It was a huge roller coaster with green tracks and went around the whole amusment park.

When it was our turn to get on, Lauren and I hopped into the first seat. My mom and Lauren's mom were right behind us. Then, all of a sudden, the ride jerked us forward and off we were! We were zooming across the place with our arms in the air

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and screaming our heads off. Boy were we speeding. We were going as fast as a cheetah could run! Suddenly, we were in a dark tunnel, with Paul Bunyan moving statues all around us. The roller coaster was going up a hill-like thing and then it started speeding again. I felt like I would fall off because the roller coaster was tipping in-ward. I'm going to fall out I thought. My hands were clenching the slippery bar with excitment.

"This is so much fun!" I screamed. No one else answered. I think they were frozen with fear. In the blink of an eye, we were on the other side of the amusment park passing by a store. Lights shone in our eyes and were as bright as the afternoon sun. We were above everything there and high in the air.

When we pulled back into the place where you get on, we all hopped out. Lauren and I almost fell over.

"That was so fun!" we both told each other. Then we walked over to the next ride. That was a time I had fun with a friend.

Score Point 4:

The response is focused on a roller coaster ride with a friend and has effective sequencing of ideas and events ("It all started on a cloudy snowy day...At about 11:00...When we arrived...When it was our turn to get on...Then, all of a sudden...Suddenly, we were in a dark tunnel...In the blink of an eye...When we pulled back into the place...Then we walked over to the next ride..."), indicating the strategy and control of the writer. The response is strong in the main idea, organization, relevant details, and coherence; ideas build on each other and progress logically to the final conclusion. The composition is well-elaborated with specific details and has a sense of overall completeness.

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Grade 7 Expository Composition Focused Holistic Score Scale

Score Point 4 - The response exhibits a strong command of expository writing. The writer has focused on the subject matter and has provided specific, relevant reasons and details to support reasons as a means of elaboration. The writer's organization provides a clear strategy or controlled plan with a clear sense of logical progression and overall completeness. The composition is coherent.

Score Point 3 - The response exhibits a reasonable command of expository writing. The writer has focused on the subject matter and given reasons to support the main idea. Some responses contain a few well-elaborated reasons or more reasons with less elaboration. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

Score Point 2 - The response exhibits a weak command of expository writing. The writer has focused on the subject matter and given at least one or two reasons or else a list of reasons with little or no elaboration. These responses may be poorly organized and may not establish a logical progression, but some sense of strategy exists. Some responses introduce reasons and ideas which are not explained or related to the subject matter, causing the reader to have to make inferences.

Score Point 1 - The response exhibits a lack of command of expository writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic. The writer may attempt to support ideas, but there may be no sense of strategy or control. Many responses exhibit skeletal control but may be too sparse to be scored higher than a "1."

NS - This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

Write the final copy of your article here.

Vild animals should not be Kept in zoos They are living things to. Just because people like to look at them you don't have to put wild animal in a cage. It is not right to take a animal out of the wild and put it into a cage. You would not like if somebody came in your home and take you and put you in a cage for people to look at would you. I like to go to the zoo I like to see the animal but I don't like to see wild animals in cages. Its not right for people to do at to the animals but a lot of

Score Point 1:

The writer takes the position that animals should not be kept in zoos and provides two unelaborated reasons as support ("They are living things to...It is not right to take a animal out of the wild and put it into a cage."). The response is too sparse to be scored higher than a "1."

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Write the final copy of your article here.

Wild ansmals should not be kept sn zoos. One of the reasons they should not be kept sn zoos is because they should be wsth thesr famslses. Another reason ss they should be sn the wsld where they belong. The fsnal reason ss wsld ansmals should be away from people.

Wsld ansmals should not be sn zoos because they should stay wsth thesr famsly or pack. One reason ss they need to be nurtured when they are lsttle but we gust take them from thesr parents. For example, st would be lske foster homes taksng us away from our parents.

Another reason ss because they should be sn the wsld where they belong sssteed of sn zoos. They have to stay sn fences where they don't belong. Wsld ansmals should be sn the wsld wsth the wsld ansmals.

The thsrd reason is wsld ansmals should be away from people and sn the wsld. One reason ss that people frsghten the ansmal when chese them around. So I wssh they would gust leave the ansmals alone.

In conclusson, three reasons why ansmals should not be kept sn zoos is because they need to be wsth thesr fsmsly or packs. Another reason ss they should be sn the wsld. The fsnal reason they should'nt be kept sn zoos because ss they should be away from people.

Score Point 2:

The writer takes the position that wild animals should not be kept in zoos and provides three reasons as support ("...they should be with their families...they should be in the wild where they belong...wild animals should be away from people."). While a few supporting details are offered, the response lacks the development necessary for a higher score.

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Write the final copy of your article here.

Have you ever gotten in trouble by a parent and been grounded to stay in your room? Well, it's not that much fun. It probably feels the same way to a wild animal if we put them in zoos. I strongly disagree with people taking animals out of their natural habitat. One reason is because they could die. Another reason is because they might not get enough food and lastly because they might become dangerous for kids to be around them.

First of all, wild animals could die if they're locked in a cage because they might not have enough room to roam around. Animals, esipecially wild ones, need their space. Also, if all these people crowd around their cage, the animal might get mad, but they can't do anything about it. If you've ever had a headache and people are all around talking. Sometimes you feel like you just want to scream and make them all go away. Well, an animal might start feeling like that and just go so crazy that they work their heart too much and they die. Then we would have animals extinct away and it would be a bad way for them to become extinct, too.

Secondly, animals might not get enough food. In the wild, animals usely can have their fill, but in a cage, the keeper might not give them

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what they need to fill up. The keeper might think there needs to be a "limit" of food for the animal. Not enough food could lead to more deaths also. It would not be fair to the animals if they didn't get their fill. It would be our faults once again because they can't help it if they can't talk to ask for more.

Last, but not least, wild animals that get caught and put in cages are most likely mad. They could get so full of rage that their strength could power up and they could brake out of their cage. That might lead to deaths of people. Once again it would be our fault. Hey, if I was "locked up" somewhere, I might get so mad, that I find a way out. Wouldn't you? So, we can't blame the animals. If we would just leave the animals alone, then we might be safer.

In conclusion, just don't mess with the wild animals. I'm not saying that we should shut down zoos. Hey, for all I know, no one else might not even care about the animals. All I'm saying is, if you want to be left alone and want to live where you please, then don't mess with anyone or anything else. Leave the animals alone.

Score Point 3:

The writer takes the position disagreeing with people taking animals out of their natural habitat. The response is focused, organized, and offers three reasons with elaboration for each. The response progresses logically and is generally coherent and complete, overall.

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Write the final copy of your article here.

I think that wild animals should be kept in zoos. The zoo is a very nice place for animals to stay and it provides a lot. It's safe & healthy.

One reason why I think wild animals should be kept in zoos is, because it's a lot safer than life in a wild jungle. When animals live in the wild, they are always at risk of another predator coming to eat them. I know that all animals have to eat, but they would still be killed for food. There are also lots of hunters who kill wild animals for their fur or another valuable body part. Even though laws are set aside for certain animals not to be hunted, it still happens to some very unfortunate animals. In a zoo, none of the animals have to worry about a predator or hunter trying to kill them. That's why zoos are so safe.

I also think that zookeepers give animals a better balanced meal than they would get if they were in the wild. In a zoo, food & water is always provided for the animals. Not only do they get food & water, but they get it on a regular basis. In the wild, some animals may not be able to find food & water on regular basis. So there could be a risk of some animals starving or thirsting to death. What if a drought passed through

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their habitat? There wouldn't be enough water for the animals. That wouldn't happen in a zoo. The animals in a zoo can always expect to have a regular meal.

Zoos also have a beautiful environment. It's not all real or natural, but it always fits the animals' original habitat. So the animals always feel right at home when they're at the zoo. For example, snakes and desert animals always feel right at home in the hot, muggy air of the "Desert Animals" building. If it's an ocean animal, they have plenty of water to swim in. The monkeys always have plenty of trees to climb and play around in. I also think it's so beautiful how they set up all the rocks and plants to match the animals' original environment. The zookeepers also keep the cages clean and neat so the animals will feel comfortable. So even if all the man-made habitats aren't natural, they will at least look natural.

That's why I think that wild animals should be kept in zoos. It's safe, it has healthy meals, & it's a clean and healthy environment. If I were a wild animal, I think I would also want to stay in a zoo.

Score Point 4:

The writer takes the position that wild animals should be kept in zoos. The response contains three specific, elaborated reasons as support ("...it's a lot safer...a better balanced meal...beautiful environment"). There is a clear sense of logical progression and overall completeness.

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2000-01

North Carolina

Writing Assessment

Grades 4 and 7

Regional by LEA Performance

Tables 7 through 12 provide the number of students tested, percentage of students at each score point, and the percentage scoring at or above the standard of 2.5 for each of the LEAs by region (former six Technical Assistance Centers configurations). Performance by ethnicity is also provided for each LEA.

Table 7. North Carolina Testing Program, Annual Writing Assessment, 2000-01, Grade 4, Percent of Students Scoring at or above 2.5, by LEA

State	Percent	2001 LEA Performance
	100	Bridges**, Francine Delany**, The Learning Center**
	...	
	97	Magellan**
	...	
	93	Lincoln Charter**
	...	
	91	Metrolina Regional**
	...	
	89	Watauga
	...	
	87	Ashe, Avery, Phoenix Academy**, Transylvania
	86	Tiller School**
	...	
	84	Madison, Surry
	83	Alleghany, Caldwell, Currituck, Orange Co. Charter**, Summit Charter**
	82	Gaston, Haywood, Henderson
	81	Chapel Hill-Carrboro City, Buncombe, Roanoke Rapids City
	80	Arapahoe**, Dare, Kings Mountain
	79	Graham, Polk, Union, Wilkes
	78	Burke, Jackson, Union Academy**, Wake
	77	Kannapolis City, Millennium**
	76	Catawba, Cleveland, East Wake Academy**, Yancey
	75	Chatham, Elkin City, Moore, New Hanover
	74	Davidson, Iredell-Statesville, Mitchell, Orange, Pender, Randolph, Swain
	73	Alexander, Carteret, Duplin, Mooresville City, Nash-Rocky Mount, Wayne
	72	Asheville City, Mount Airy City, Perquimans, Winston-Salem/Forsyth
	71	Anson, Charlotte/Mecklenburg, Cherokee, Cumberland, Jones, Person
	70	Franklin Academy**, Gates, Macon, McDowell, Village Charter**
2001 State	69	Alamance-Burlington, Harnett, Lincoln, Tyrrel
	68	Guilford, Hickory City, Robeson, Scotland, S.B. Howard**
	67	Asheboro City, Caswell, Clinton City, Durham, Edgecombe, Lenoir, Lexington City
	66	Bertie, Lee, Stokes, Weldon City, Yadkin
	65	Edenton/Chowan, Columbus, Mountain Community**, Rockingham, Whiteville City
	64	Elizabeth City/Pasquotank, Johnston, Sugar Creek**
	63	Brevard Academy**, Northampton, Stanly
	62	Greensboro Academy**, Newton Conover City, Onslow, Richmond
	61	Greene
	60	Clay, Granville, Pamlico
	59	Davie, Halifax
2000 State	58	Beaufort, Franklin, Hoke, Rutherford
	57	Brunswick, Martin
	56	Thomasville City
1999 State	55	Hyde
	54	Evergreen Community**, Sterling Montessori**, Warren
1995 State	53	Bladen, Chatham Charter**
1996,1998 State	52	
	51	Cabarrus, Wilson
	50	Hertford, Maureen Joy**, STARS**
1997 State	49	Vance
	48	Craven
	47	Sampson
	46	Englemann**, Montgomery
	...	
	44	Community Charter**, Piedmont Community**
	...	
	40	Haliwa-Saponi Tribal**
	39	Rowan-Salisbury
	...	
	37	Rocky Mt. Charter Public**
	36	Children's Village**, River Mill Charter**
	...	
1994 State	34	
	33	American Renaissance**, Camden, Research Triangle**, Turning Point**
	32	Carter Community**, Healthy Start**, Shelby City, SPARC Academy**
	...	
	28	Forsyth Academies**
	...	
	26	Pitt, Washington
	25	Harnett Early Childhood**, Quest Academy**
	24	Northeast Raleigh**
1993 State	23	
	...	
	17	C.G. Woodson**, Grandfather Academy**
	...	
	13	Bethel Hill**, Rowan Academy**
	...	
	8	Success Institute**
	...	
	0	Omuteko Gwamaziima**, Vance Charter**
	*	Quality Education**, Crossnore Academy**, Woods Charter**

Notes: A narrative writing prompt was administered each year. The percent of students scoring 2.5 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested, rounded to the nearest whole number.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

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Table 8. North Carolina Testing Program, Annual Writing Assessment, 2000-01, Grade 7, Percent of Students Scoring at or above 2.5, by LEA

State	Percent	2001 LEA Performance
	100	Magellan**, Quest Academy**
	...	
	96	Exploris**
	...	
	94	Elkin City
	...	
	91	Ashe, Graham, Mount Airy City
	90	Chapel Hill-Carrboro City
	89	Burke, Dare
	88	Watauga
	87	Cherokee, Yancey
	86	Mooresville City, Polk
	85	Asheville City, Kings Mountain, Lake Norman**, Lincoln Charter**
	84	Catawba, Surry, Transylvania
	83	Alleghany, Bridges**, Buncombe, Jones, Sterling Montessori**, Union
	82	Chatham Charter**
	81	Caswell, Gaston, Newton Conover City
	80	Carteret, Cleveland, Davidson, Hickory City, Moore
	79	Avery, C.G. Woodson**, Downtown Middle**, Mitchell
	78	Cabarrus, Chatham, Haywood, Henderson, Iredell-Statesville, Wake
	77	Caldwell, Cumberland, Currituck, Davie, Duplin, Macon, Rockingham
	76	Alexander, Anson, Clinton City, Granville, Stanly, Wilkes, Winston-Salem/Forsyth
	75	Asheboro City, Clay, Franklin Academy**, Pamlico, Pender, Whiteville City
	74	New Hanover, Person
2001 State	73	Alamance-Burlington, Charlotte/Mecklenburg, Francine Delany**, Lincoln, McDowell, Onslow, Orange, Perquimans, Wayne
2000 State	72	Madison, Nash-Rocky Mount, Rutherford
	71	Camden, Edenton/Chowan, Guilford, Scotland, Weldon City
1999 State	70	Beaufort, Craven, Johnston, Richmond, Swain, Wilson
	69	Brunswick, Gates, Yadkin
	68	Hoke, Randolph, Roanoke Rapids City
	67	Harnett, Rowan-Salisbury
	66	Northampton
	65	Pitt
	64	Robeson
1998 State	63	Kannapolis City, Stokes, Summit Charter**
	62	Durham, Lenoir, Sampson, Shelby City
	61	Columbus, Elizabeth City/Pasquotank, Franklin, Jackson, Lee
1996 State	60	Lexington City, Tyrrell, Vance Charter**
	59	Bladen, Montgomery
	58	Halifax
	57	Hyde, Imani Institute**
	56	Rocky Mt. Charter Public**, Thomasville City
1997 State	55	American Ren. Middle**, East Wake Academy**, Greene, Quality Education**
	...	
	53	Arapahoe**, Brevard Academy**, Evergreen Community**
	...	
	51	Bertie
	50	Village Charter**, Washington
	49	Vance
	48	Edgecombe, Martin
	47	Kestrel Heights**, Mountain Community**
	46	CIS Academy**, Hertford
	45	Alpha Academy**, Warren
	...	
	43	Bethany Community**
	42	SPARC Academy**
	...	
	40	Provisions Academy**
	...	
	35	River Mill Charter**
	...	
	33	Crossnore Academy**, Thomas Jefferson**
	...	
	31	Orange Co. Charter**
	...	
	29	The Learning Center**
	...	
	25	MAST**, Woods Charter**
	24	S.B. Howard**
	...	
	17	Carter Community**
	...	
	13	Lift Academy**
	...	
	9	Omuteko Gwamaziima**
	...	
	0	Success Academy**
	*	Grandfather Academy**, Kennedy Charter**, Lakeside School**

Notes: An expository or descriptive writing prompt was administered each year. The percent of students scoring 2.5 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested, rounded to the nearest whole number.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

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Table 9a. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Western Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**100,930**	**68.8**	**1.8**	**3.0**	**50.8**	**13.2**	**27.9**	**1.0**	**2.1**	**0.1**	**41.9**	**31.0**	**27.1**
Western Region	**7,302**	**75.9**	**3.2**	**5.7**	**53.6**	**13.5**	**20.6**	**1.2**	**2.1**	**0.1**	**44.3**	**31.3**	**24.4**
Buncombe	1,925	81.1	5.6	7.0	57.6	10.9	15.5	0.8	2.5	0.1	52.1	29.9	18.0
Asheville City	293	71.7	4.1	4.8	49.1	13.7	23.9	0.7	3.1	0.7	36.9	30.7	32.4
Francine Delany**	11	100.0	36.4	18.2	45.5	0.0	0.0	0.0	0.0	0.0	81.8	18.2	0.0
Evergreen Community**	24	54.2	0.0	4.2	45.8	4.2	37.5	0.0	8.3	0.0	20.8	8.3	70.8
Cherokee	248	70.6	0.4	0.4	44.8	25.0	25.8	3.6	0.0	0.0	32.7	29.4	37.9
The Learning Center**	6	100.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Clay	84	59.5	1.2	9.5	34.5	14.3	38.1	1.2	1.2	0.0	28.6	34.5	36.9
Graham	90	78.9	1.1	3.3	65.6	8.9	21.1	0.0	0.0	0.0	41.1	35.6	23.3
Haywood	579	81.5	2.4	5.4	60.4	13.3	16.1	0.7	1.4	0.3	50.1	28.0	21.9
Henderson	880	81.6	1.6	7.8	56.7	15.5	14.7	0.9	2.7	0.1	50.6	29.4	20.0
Mountain Community**	17	64.7	5.9	0.0	58.8	0.0	35.3	0.0	0.0	0.0	70.6	0.0	29.4
Jackson	284	77.8	2.5	4.2	59.9	11.3	18.3	1.1	2.5	0.4	42.6	32.0	25.4
Summit Charter**	18	83.3	0.0	0.0	83.3	0.0	11.1	0.0	5.6	0.0	94.4	5.6	0.0
Macon	298	70.1	4.0	4.7	53.0	8.4	26.5	1.0	2.3	0.0	46.6	34.6	18.8
Madison	201	84.1	3.0	7.0	52.2	21.9	13.9	1.0	1.0	0.0	33.3	29.4	37.3
McDowell	503	69.6	1.4	5.8	48.5	13.9	23.7	1.8	4.6	0.4	31.0	37.0	32.0
Mitchell	166	73.5	0.0	1.2	51.8	20.5	24.1	1.2	1.2	0.0	51.8	31.3	16.9
Polk	188	78.7	4.8	6.4	58.0	9.6	20.2	0.5	0.5	0.0	38.8	34.6	26.6
Rutherford	812	57.8	0.2	2.0	39.4	16.1	37.9	2.7	1.6	0.0	26.2	38.1	35.7
Swain	126	73.8	2.4	4.0	62.7	4.8	23.0	0.0	3.2	0.0	27.8	30.2	42.1
Transylvania	316	87.3	9.8	10.1	58.5	8.9	11.4	0.6	0.6	0.0	56.6	29.4	13.9
Brevard Academy**	16	62.5	0.0	18.8	43.8	0.0	37.5	0.0	0.0	0.0	68.8	25.0	6.3
Yancey	217	76.0	0.9	5.5	47.5	22.1	23.0	0.5	0.5	0.0	57.1	26.7	16.1

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 9b. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Northwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**100,930**	**68.8**	**1.8**	**3.0**	**50.8**	**13.2**	**27.9**	**1.0**	**2.1**	**0.1**	**41.9**	**31.0**	**27.1**
Northwest Region	**16,004**	**73.8**	**2.9**	**4.0**	**55.0**	**11.9**	**23.6**	**0.5**	**1.8**	**0.1**	**44.7**	**32.0**	**23.3**
Alexander	421	73.2	0.7	1.9	54.4	16.2	24.2	1.0	1.7	0.0	40.1	34.0	25.9
Alleghany	106	83.0	1.9	3.8	61.3	16.0	16.0	0.0	0.9	0.0	31.1	25.5	43.4
Ashe	249	87.1	2.8	8.0	59.4	16.9	11.6	0.8	0.4	0.0	56.2	28.1	15.7
Avery	193	87.0	4.1	7.3	58.5	17.1	12.4	0.0	0.5	0.0	61.1	24.4	14.5
Grandfather Academy**	6	16.7	0.0	0.0	16.7	0.0	50.0	0.0	16.7	16.7	16.7	16.7	66.7
Crossnore Academy**	3	•	•	•	•	•	•	•	•	•	•	•	•
Burke	1,191	77.7	3.5	6.8	55.2	12.1	20.7	0.4	1.2	0.1	52.1	29.5	18.4
Caldwell	1,004	83.1	3.3	5.9	63.0	10.9	15.4	0.2	1.0	0.3	45.2	34.8	20.0
Catawba	1,253	75.8	3.5	3.1	59.9	9.3	22.0	0.2	1.9	0.1	43.7	33.3	23.0
Englemann**	28	46.4	0.0	0.0	28.6	17.9	53.6	0.0	0.0	0.0	53.6	25.0	21.4
Hickory City	320	68.4	4.1	4.7	50.6	9.1	29.1	0.9	1.6	0.0	42.8	26.9	30.3
Newton Conover City	189	62.4	0.5	3.2	51.3	7.4	31.7	1.1	3.2	1.6	28.0	54.5	17.5
Davidson	1,542	73.7	2.7	2.7	53.6	14.8	23.7	0.5	1.9	0.1	39.9	35.8	24.3
Lexington City	266	66.9	1.1	0.8	42.9	22.2	28.2	1.9	2.6	0.4	32.3	42.1	25.6
Thomasville City	214	55.6	0.5	1.9	37.4	15.9	40.2	0.5	3.3	0.5	32.2	29.4	38.3
Davie	476	59.2	2.9	2.3	44.3	9.7	36.1	0.6	3.8	0.2	34.7	35.9	29.4
Winston-Salem/Forsyth	3,628	72.2	4.0	4.1	54.3	9.9	24.8	0.4	2.3	0.1	48.0	29.6	22.4
Quality Education**	1	•	•	•	•	•	•	•	•	•	•	•	•
C.G. Woodson**	23	17.4	4.3	0.0	4.3	8.7	78.3	0.0	4.3	0.0	34.8	47.8	17.4
Forsyth Academies**	72	27.8	0.0	0.0	19.4	8.3	65.3	5.6	0.0	1.4	34.7	27.8	37.5
Iredell-Statesville	1,397	74.0	0.9	2.2	59.7	11.2	24.0	0.3	1.6	0.1	41.3	33.5	25.2
American Renaissance**	46	32.6	0.0	0.0	28.3	4.3	47.8	2.2	17.4	0.0	13.0	21.7	65.2
Success Institute**	13	7.7	0.0	0.0	0.0	7.7	84.6	7.7	0.0	0.0	7.7	30.8	61.5
Mooresville City	332	73.2	1.5	3.3	51.2	17.2	22.6	1.5	2.7	0.0	51.2	32.5	16.3
Stokes	529	66.2	0.4	3.4	50.3	12.1	32.5	0.4	0.9	0.0	33.3	30.1	36.7
Surry	650	84.0	4.6	6.2	63.7	9.5	15.1	0.2	0.6	0.2	51.5	34.5	14.0
Elkin City	96	75.0	3.1	5.2	60.4	6.3	24.0	0.0	1.0	0.0	54.2	22.9	22.9
Bridges**	10	100.0	0.0	10.0	90.0	0.0	0.0	0.0	0.0	0.0	80.0	20.0	0.0
Mount Airy City	159	72.3	1.3	2.5	44.7	23.9	24.5	1.9	1.3	0.0	56.6	36.5	6.9
Millennium**	17	76.5	0.0	0.0	47.1	29.4	23.5	0.0	0.0	0.0	70.6	29.4	0.0
Watauga	364	88.7	3.6	9.1	61.3	14.8	9.3	1.1	0.8	0.0	54.9	31.0	14.0
Wilkes	764	78.9	3.7	4.8	56.7	13.7	19.1	1.0	0.9	0.0	49.2	25.9	24.9
Yadkin	442	65.8	0.9	1.8	51.6	11.5	30.5	0.2	3.2	0.2	34.8	31.0	34.2

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
•Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 9c. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Southwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		**	*-	--
State	**100,930**	**68.8**	**1.8**	**3.0**	**50.8**	**13.2**	**27.9**	**1.0**	**2.1**	**0.1**	**41.9**	**31.0**	**27.1**
Southwest Region	**22,546**	**68.1**	**2.0**	**3.0**	**50.5**	**12.6**	**28.5**	**1.0**	**2.2**	**0.1**	**40.2**	**30.2**	**29.6**
Anson	334	71.3	1.2	3.3	52.4	14.4	24.3	1.2	3.3	0.0	38.9	30.2	30.8
Cabarrus	1,507	51.0	2.2	2.4	35.2	11.2	42.7	2.0	4.0	0.2	40.1	24.4	35.6
Kannapolis City	332	77.1	1.5	3.3	65.1	7.2	19.6	0.0	3.3	0.0	46.7	34.3	19.0
Cleveland	800	76.0	1.3	2.9	58.8	13.1	22.6	0.6	0.6	0.1	50.9	29.3	19.9
Kings Mountain	371	79.5	2.4	4.3	53.6	19.1	19.1	0.5	0.8	0.0	53.1	35.0	11.9
Shelby City	261	31.8	0.0	0.4	19.9	11.5	63.6	1.5	3.1	0.0	31.4	28.4	40.2
Gaston	2,578	82.4	1.9	3.2	64.7	12.5	16.1	0.5	1.0	0.1	42.5	31.6	25.9
Piedmont Community**	18	44.4	0.0	0.0	27.8	16.7	55.6	0.0	0.0	0.0	33.3	50.0	16.7
Hoke	500	57.6	0.0	0.6	44.4	12.6	38.6	0.6	3.2	0.0	26.8	30.4	42.8
Lincoln	853	68.6	0.8	3.0	48.4	16.3	28.7	1.3	1.3	0.1	36.9	30.1	32.9
Lincoln Charter**	43	93.0	2.3	9.3	67.4	14.0	7.0	0.0	0.0	0.0	30.2	41.9	27.9
Charlotte/Mecklenburg	8,255	71.4	3.0	3.8	51.3	13.2	25.2	1.1	2.2	0.1	42.4	30.7	26.9
Community Charter**	18	44.4	0.0	0.0	27.8	16.7	50.0	0.0	5.6	0.0	27.8	66.7	5.6
Sugar Creek**	63	63.5	0.0	0.0	52.4	11.1	25.4	0.0	11.1	0.0	23.8	36.5	39.7
Metrolina Regional**	11	90.9	0.0	18.2	45.5	27.3	9.1	0.0	0.0	0.0	100.0	0.0	0.0
Montgomery	320	45.9	0.3	0.3	34.1	11.3	52.2	0.9	0.9	0.0	24.1	28.1	47.8
Moore	772	74.7	1.7	3.0	56.9	13.2	23.8	0.9	0.5	0.0	44.6	31.1	24.4
STARS**	14	50.0	7.1	0.0	35.7	7.1	35.7	14.3	0.0	0.0	85.7	14.3	0.0
Richmond	678	61.8	0.3	1.3	47.3	12.8	32.7	0.7	4.4	0.3	21.2	33.8	45.0
Rowan-Salisbury	1,601	39.2	0.4	0.6	29.5	8.7	53.5	1.7	5.4	0.1	24.2	27.7	48.1
Rowan Academy**	16	12.5	0.0	0.0	12.5	0.0	68.8	0.0	18.8	0.0	37.5	37.5	25.0
Scotland	554	68.1	1.4	1.3	54.9	10.5	30.7	0.4	0.9	0.0	42.4	30.9	26.7
Stanly	801	62.7	0.6	1.5	48.2	12.4	34.3	1.5	1.4	0.1	36.6	32.8	30.6
Union	1,787	79.3	2.8	4.5	59.1	12.9	19.2	0.6	0.9	0.1	48.1	28.1	23.8
Union Academy**	59	78.0	0.0	0.0	66.1	11.9	20.3	1.7	0.0	0.0	66.1	25.4	8.5

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

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Table 9d. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Northeast Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+	--
State	**100,930**	**68.8**	**1.8**	**3.0**	**50.8**	**13.2**	**27.9**	**1.0**	**2.1**	**0.1**	**41.9**	**31.0**	**27.1**
Northeast Region	**6,713**	**54.3**	**1.2**	**1.5**	**38.9**	**12.7**	**39.5**	**2.0**	**4.1**	**0.2**	**35.7**	**29.8**	**34.6**
Beaufort	612	57.8	0.8	0.7	45.4	10.9	36.9	1.5	3.6	0.2	31.5	33.2	35.3
Bertie	250	66.0	0.0	1.6	55.2	9.2	30.0	1.2	2.4	0.4	42.4	29.2	28.4
Camden	97	33.0	0.0	1.0	20.6	11.3	56.7	2.1	8.2	0.0	34.0	37.1	28.9
Edenton/Chowan	195	64.6	0.5	2.1	50.3	11.8	29.7	1.0	4.1	0.5	40.0	34.4	25.6
Currituck	251	82.5	3.6	4.0	54.2	20.7	15.9	0.4	0.8	0.4	45.0	33.5	21.5
Dare	361	80.1	6.9	5.8	60.9	6.4	18.0	0.3	1.7	0.0	52.1	32.1	15.8
Edgecombe	594	67.0	0.0	1.0	49.2	16.8	27.4	2.4	3.0	0.2	41.4	30.1	28.5
Gates	143	69.9	2.1	5.6	46.9	15.4	25.9	1.4	2.1	0.7	62.9	25.9	11.2
Halifax	465	58.7	0.2	1.1	37.8	19.6	38.7	1.9	0.6	0.0	29.2	31.0	39.8
Roanoke Rapids City	259	81.1	3.9	4.2	57.9	15.1	16.2	1.5	1.2	0.0	52.5	30.5	17.0
Weldon City	111	65.8	0.0	2.7	34.2	28.8	32.4	0.0	1.8	0.0	51.4	23.4	25.2
Hertford	331	49.8	0.9	1.2	32.3	15.4	44.7	2.1	3.0	0.3	24.8	34.1	41.1
Hyde	51	54.9	0.0	2.0	41.2	11.8	43.1	2.0	0.0	0.0	39.2	31.4	29.4
Martin	356	56.5	0.0	2.0	46.9	7.6	39.0	0.3	4.2	0.0	35.1	25.3	39.6
Northampton	261	62.5	1.5	0.0	44.4	16.5	34.9	0.4	2.3	0.0	25.7	40.6	33.7
Elizabeth City/Pasquotank	451	64.3	1.1	0.9	51.9	10.4	32.8	1.1	1.8	0.0	44.6	26.4	29.0
Perquimans	121	71.9	0.0	0.8	46.3	24.8	27.3	0.0	0.8	0.0	48.8	38.0	13.2
Pitt	1,593	25.5	0.7	0.6	15.6	8.7	61.3	4.2	8.7	0.3	26.0	25.4	48.6
Tyrrell	49	69.4	2.0	0.0	55.1	12.2	26.5	0.0	4.1	0.0	20.4	36.7	42.9
Washington	162	25.9	0.0	0.6	14.2	11.1	63.6	3.7	6.8	0.0	24.7	25.9	49.4

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 9e. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Southeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	-
State	**100,930**	**68.8**	**1.8**	**3.0**	**50.8**	**13.2**	**27.9**	**1.0**	**2.1**	**0.1**	**41.9**	**31.0**	**27.1**
Southeast Region	**17,486**	**66.5**	**1.0**	**2.0**	**49.5**	**14.1**	**30.5**	**0.9**	**1.9**	**0.2**	**37.6**	**31.9**	**30.5**
Bladen	460	52.8	0.9	1.1	37.6	13.3	42.0	1.5	3.3	0.4	23.7	28.9	47.4
Brunswick	749	56.5	0.1	0.9	39.4	16.0	39.1	1.3	2.9	0.1	27.9	29.0	43.1
Carteret	595	73.3	0.2	2.4	58.8	11.9	25.4	0.3	1.0	0.0	40.8	34.1	25.0
Tiller School**	14	85.7	0.0	7.1	64.3	14.3	14.3	0.0	0.0	0.0	42.9	57.1	0.0
Columbus	527	64.9	0.8	2.1	52.8	9.3	31.9	1.7	1.5	0.0	38.9	28.7	32.4
Whiteville City	205	64.9	1.0	1.5	42.0	20.5	32.2	1.5	1.5	0.0	24.4	44.4	31.2
Craven	1,128	48.3	1.3	2.4	32.2	12.4	47.0	1.0	3.5	0.2	25.2	34.9	39.9
Cumberland	3,901	71.0	1.6	2.2	52.5	14.7	26.0	0.6	2.0	0.5	44.0	32.3	23.7
Duplin	676	72.6	0.7	1.9	57.7	12.3	25.9	0.3	1.2	0.0	37.4	31.8	30.8
Greene	254	61.4	0.0	0.4	52.0	9.1	35.4	0.4	2.4	0.4	26.8	31.1	42.1
Jones	125	71.2	0.0	0.0	52.8	18.4	28.0	0.0	0.8	0.0	40.0	28.0	32.0
Lenoir	759	67.2	1.4	1.8	56.8	7.1	31.8	0.0	0.9	0.1	42.2	31.1	26.7
Children's Village Academy**	11	36.4	0.0	0.0	36.4	0.0	63.6	0.0	0.0	0.0	0.0	27.3	72.7
New Hanover	1,669	75.1	2.0	3.7	54.0	15.3	22.1	1.1	1.6	0.1	49.0	31.9	19.1
Onslow	1,531	61.9	0.4	0.9	48.0	12.5	35.8	0.8	1.4	0.1	37.7	30.8	31.5
Pamlico	126	59.5	1.6	1.6	37.3	19.0	36.5	0.8	3.2	0.0	43.7	27.8	28.6
Arapahoe**	39	79.5	5.1	5.1	46.2	23.1	20.5	0.0	0.0	0.0	69.2	30.8	0.0
Pender	591	73.6	0.3	2.2	54.1	16.9	24.2	0.5	1.5	0.2	31.1	34.2	34.7
Robeson	1,869	67.7	0.2	1.9	49.7	15.9	29.7	1.3	1.1	0.2	27.5	29.0	43.5
Sampson	602	46.5	0.8	1.2	29.6	15.0	47.7	2.2	3.2	0.5	26.7	36.4	36.9
Clinton City	209	66.5	0.5	2.4	42.1	21.5	30.6	1.0	1.9	0.0	36.8	41.1	22.0
Wayne	1,446	73.0	1.2	1.7	55.9	14.2	23.7	0.8	2.5	0.1	44.5	31.7	23.8

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 9f. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Central Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+ -	- -
State	**100,930**	**68.8**	**1.8**	**3.0**	**50.8**	**13.2**	**27.9**	**1.0**	**2.1**	**0.1**	**41.9**	**31.0**	**27.1**
Central Region	**30,879**	**69.4**	**1.4**	**2.8**	**51.5**	**13.7**	**27.5**	**1.0**	**2.0**	**0.1**	**45.1**	**30.8**	**24.2**
Alamance-Burlington	1,627	69.2	1.7	2.5	53.3	11.7	27.9	0.9	1.8	0.2	48.5	31.3	20.2
River Mill Charter**	22	36.4	0.0	9.1	9.1	18.2	63.6	0.0	0.0	0.0	81.8	13.6	4.5
Caswell	307	67.1	0.0	2.6	46.9	17.6	30.0	1.6	1.3	0.0	35.2	44.0	20.8
Chatham	524	75.4	0.4	2.9	52.5	19.7	21.4	1.0	2.3	0.0	46.6	33.2	20.2
Chatham Charter**	15	53.3	0.0	0.0	53.3	0.0	46.7	0.0	0.0	0.0	33.3	13.3	53.3
Woods Charter**	3	•	•	•	•	•	•	•	•	•	•	•	•
Durham	2,123	66.5	1.6	2.4	49.7	12.7	29.0	1.1	3.0	0.4	41.2	32.5	26.3
Maureen Joy**	28	50.0	0.0	0.0	25.0	25.0	46.4	0.0	3.6	0.0	35.7	25.0	39.3
Healthy Start**	62	32.3	0.0	0.0	12.9	19.4	46.8	8.1	12.9	0.0	33.9	43.5	22.6
Carter Community**	19	31.6	0.0	0.0	15.8	15.8	57.9	0.0	10.5	0.0	0.0	21.1	78.9
Turning Point**	15	33.3	0.0	0.0	20.0	13.3	40.0	20.0	6.7	0.0	0.0	6.7	93.3
Research Triangle**	9	33.3	0.0	0.0	33.3	0.0	55.6	0.0	11.1	0.0	44.4	22.2	33.3
Omnibus Governance**	9	0.0	0.0	0.0	0.0	0.0	33.3	33.3	33.3	0.0	22.2	0.0	77.8
Franklin	623	57.9	0.2	2.7	36.0	18.9	35.8	3.9	2.4	0.2	43.3	36.3	20.4
Granville	663	60.2	0.0	1.5	43.7	14.9	36.0	0.9	2.3	0.6	39.8	36.3	23.8
Guilford	5,017	67.7	1.3	2.4	50.2	13.9	29.5	0.8	1.9	0.1	41.4	31.0	27.7
Greensboro Academy**	77	62.3	0.0	3.9	46.8	11.7	35.1	0.0	1.3	1.3	62.3	22.1	15.6
Phoenix Academy**	31	87.1	0.0	6.5	71.0	9.7	12.9	0.0	0.0	0.0	87.1	6.5	6.5
Hamen	1,335	68.9	0.2	0.6	51.6	16.3	28.3	1.3	1.3	0.2	34.7	30.4	34.9
Hamen Early Childhood**	12	25.0	0.0	0.0	8.3	16.7	66.7	0.0	8.3	0.0	66.7	33.3	0.0
Johnston	1,729	63.7	0.5	1.8	48.1	13.3	33.3	1.4	1.6	0.0	40.7	30.8	28.5
Lee	713	65.8	1.3	1.8	48.1	14.5	29.5	1.5	2.8	0.4	31.0	24.7	44.3
Nash-Rocky Mount	1,351	73.1	1.0	2.7	56.6	12.8	23.2	1.3	2.3	0.1	42.6	31.0	26.4
Rocky Mt. Charter Public**	70	37.1	0.0	0.0	24.3	12.9	54.3	4.3	4.3	0.0	24.3	50.0	25.7
Orange	535	73.5	4.3	3.4	55.0	10.8	24.3	0.6	1.5	0.2	48.6	27.5	24.5
Orange Co. Charter**	18	83.3	0.0	0.0	77.8	5.6	5.6	0.0	11.1	0.0	72.2	22.2	5.6
Chapel Hill-Carrboro City	705	81.3	4.5	4.1	62.5	10.2	17.7	0.5	0.4	0.0	58.4	25.8	15.8
Village Charter**	10	70.0	0.0	0.0	60.0	10.0	30.0	0.0	0.0	0.0	60.0	20.0	20.0
Person	436	71.1	1.1	1.1	57.1	11.5	26.4	0.7	1.6	0.2	36.9	39.4	23.6
Bethel Hill**	45	13.3	0.0	0.0	11.1	2.2	68.9	2.2	15.6	0.0	17.8	28.9	53.3
Randolph	1,356	74.0	0.7	2.1	57.0	13.4	24.3	0.7	1.0	0.9	41.2	32.4	26.5
Asheboro City	304	67.1	0.3	1.3	52.6	12.8	30.9	0.3	1.3	0.3	38.8	28.9	32.2
Rockingham	1,143	65.3	1.1	1.7	47.6	14.9	32.2	0.4	1.9	0.2	38.8	36.2	24.9
Vance	701	48.5	0.4	0.9	31.0	16.3	45.8	2.3	3.0	0.4	28.1	42.1	29.8
Vance Charter**	17	0.0	0.0	0.0	0.0	0.0	88.2	0.0	11.8	0.0	29.4	47.1	23.5

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
•Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

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Table 9 . North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA

	NUMBER TESTED	2.5 or above[†]	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		**	*	--
State	**100,930**	**68.8**	**1.8**	**3.0**	**50.8**	**13.2**	**27.9**	**1.0**	**2.1**	**0.1**	**41.9**	**31.0**	**27.1**
Wake	7,709	70.2	2.1	4.7	58.0	13.3	19.3	0.7	1.7	0.1	56.8	27.3	15.9
Magellan**	64	96.9	6.3	15.6	70.3	4.7	3.1	0.0	0.0	0.0	82.8	17.2	0.0
Sterling Montessori**	26	53.8	0.0	3.8	26.9	23.1	42.3	0.0	0.0	3.8	23.1	26.9	50.0
Franklin Academy**	43	69.8	4.7	4.7	44.2	16.3	27.9	2.3	0.0	0.0	65.1	20.9	14.0
East Wake Academy**	25	76.0	0.0	0.0	56.0	20.0	24.0	0.0	0.0	0.0	84.0	16.0	0.0
SPARC Academy**	28	32.1	0.0	0.0	25.0	7.1	57.1	0.0	10.7	0.0	35.7	25.0	39.3
Northeast Raleigh**	17	23.5	0.0	0.0	23.5	0.0	76.5	0.0	0.0	0.0	5.9	29.4	64.7
Quest Academy**	8	25.0	0.0	0.0	25.0	0.0	75.0	0.0	0.0	0.0	62.5	0.0	37.5
Warren	241	53.9	0.0	0.4	41.5	12.0	41.9	0.4	3.3	0.4	34.6	28.6	36.9
Haliwa-Saponi Tribal**	10	40.0	0.0	0.0	30.0	10.0	60.0	0.0	0.0	0.0	40.0	10.0	50.0
Wilson	901	50.6	0.2	1.1	35.3	14.0	46.2	1.3	1.9	0.0	34.6	34.1	31.5
S.B. Howard**	22	68.2	0.0	0.0	40.9	27.3	13.6	4.5	13.6	0.0	22.7	27.3	50.0

Notes: [†]The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 10a. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Western Region

			FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
	NUMBER TESTED	2.5 or above †	4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	-
State	**98,178**	**73.2**	**2.3**	**5.0**	**49.6**	**16.4**	**23.2**	**1.1**	**2.3**	**0.1**	**74.1**	**18.2**	**7.7**
Western Region	**7,402**	**78.1**	**1.9**	**6.3**	**50.5**	**19.4**	**19.3**	**0.9**	**1.4**	**0.2**	**75.6**	**17.3**	**7.2**
Buncombe	1,961	82.6	1.4	6.5	53.6	21.1	14.6	0.6	2.0	0.3	79.5	14.6	5.9
Asheville City	245	84.9	0.8	7.3	59.6	17.1	14.7	0.4	0.0	0.0	85.7	11.4	2.9
Francine Delany**	11	72.7	0.0	0.0	72.7	0.0	27.3	0.0	0.0	0.0	90.9	9.1	0.0
Evergreen Community**	17	52.9	0.0	0.0	29.4	23.5	41.2	5.9	0.0	0.0	47.1	29.4	23.5
Cherokee	298	86.6	5.4	4.4	63.8	13.1	13.4	0.0	0.0	0.0	72.5	20.1	7.4
The Learning Center**	7	28.6	0.0	0.0	0.0	28.6	71.4	0.0	0.0	0.0	85.7	14.3	0.0
Clay	99	74.7	8.1	6.1	42.4	18.2	22.2	2.0	1.0	0.0	65.7	26.3	8.1
Graham	86	90.7	5.8	10.5	61.6	12.8	8.1	0.0	1.2	0.0	69.8	22.1	8.1
Haywood	615	77.6	1.5	5.9	47.3	22.9	20.5	1.0	1.0	0.0	75.9	16.9	8.1
Henderson	906	77.9	2.2	6.4	49.4	19.9	19.6	1.1	1.0	0.3	76.7	16.6	6.7
Mountain Community**	17	47.1	0.0	0.0	41.2	5.9	52.9	0.0	0.0	0.0	88.2	11.8	0.0
Jackson	251	61.0	2.4	1.6	40.6	16.3	36.7	1.6	0.8	0.0	71.7	23.9	4.4
Summit Charter**	16	62.5	0.0	0.0	43.8	18.8	31.3	6.3	0.0	0.0	87.5	12.5	0.0
Macon	323	76.5	2.2	4.6	48.3	21.4	21.1	0.9	1.5	0.0	84.8	9.0	6.2
Madison	204	72.1	0.5	4.9	45.1	21.6	26.0	1.0	0.5	0.5	69.6	23.0	7.4
McDowell	551	72.6	0.9	6.5	44.3	20.9	23.8	0.9	2.5	0.2	76.8	18.3	4.9
Mitchell	219	78.5	1.4	3.7	59.8	13.7	19.2	0.0	1.4	0.9	76.3	18.3	5.5
Polk	169	86.4	2.4	8.9	55.6	19.5	10.7	2.4	0.6	0.0	87.6	7.7	4.7
Rutherford	750	72.0	1.9	7.3	47.5	15.3	23.3	1.7	2.9	0.0	61.3	22.8	15.9
Thomas Jefferson**	24	33.3	0.0	0.0	29.2	4.2	62.5	0.0	4.2	0.0	45.8	41.7	12.5
Swain	144	70.1	2.1	6.3	41.7	20.1	27.8	0.7	0.7	0.7	73.6	19.4	6.9
Transylvania	287	84.3	4.2	10.8	51.9	17.4	15.0	0.7	0.0	0.0	76.3	19.5	4.2
Brevard Academy**	15	53.3	0.0	6.7	20.0	26.7	40.0	0.0	6.7	0.0	40.0	33.3	26.7
Yancey	187	86.6	0.5	7.0	51.3	27.8	13.4	0.0	0.0	0.0	74.3	17.6	8.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 10b. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Northwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+	--
State	**98,178**	**73.2**	**2.3**	**5.0**	**49.6**	**16.4**	**23.2**	**1.1**	**2.3**	**0.1**	**74.1**	**18.2**	**7.7**
Northwest Region	**15,246**	**78.7**	**2.4**	**6.3**	**53.1**	**16.9**	**18.7**	**0.9**	**1.6**	**0.1**	**78.3**	**15.6**	**6.1**
Alexander	414	76.3	2.4	5.1	54.1	14.7	20.0	1.2	2.4	0.0	72.0	20.3	7.7
Alleghany	108	83.3	0.0	3.7	57.4	22.2	16.7	0.0	0.0	0.0	75.0	12.0	13.0
Ashe	236	91.1	4.2	14.8	59.7	12.3	6.4	0.8	1.3	0.4	79.2	14.0	6.8
Avery	172	78.5	2.9	5.8	57.6	12.2	20.9	0.0	0.6	0.0	74.4	18.0	7.6
Grandfather Academy**	3	*	*	*	*	*	*	*	*	*	*	*	*
Crossnore Academy**	6	33.3	0.0	0.0	16.7	16.7	66.7	0.0	0.0	0.0	83.3	0.0	16.7
Burke	1,177	88.6	2.3	7.0	63.0	16.3	9.9	0.5	0.9	0.0	76.8	17.9	5.3
Caldwell	976	76.8	2.3	5.6	49.9	19.1	21.2	0.9	0.8	0.2	75.0	20.2	4.8
Catawba	1,260	84.4	2.1	5.5	62.6	14.3	13.3	0.6	1.6	0.1	81.6	12.9	5.6
Hickory City	347	80.4	0.6	6.6	56.5	16.7	14.1	2.0	3.2	0.3	78.1	14.1	7.8
Newton Conover City	194	80.9	3.1	6.2	54.1	17.5	17.0	0.0	2.1	0.0	57.2	28.9	13.9
Davidson	1,520	80.3	0.5	3.6	60.5	15.7	17.2	0.3	2.2	0.1	81.3	12.8	5.9
Lexington City	212	60.4	0.9	2.4	27.8	29.2	34.9	1.9	2.8	0.0	67.9	23.1	9.0
Thomasville City	164	55.5	0.0	3.7	34.8	17.1	40.2	1.2	3.0	0.0	59.1	29.9	11.0
Davie	429	76.9	2.6	9.3	48.7	16.3	19.8	0.2	3.0	0.0	84.8	12.4	2.8
Winston-Salem/Forsyth	3,255	76.1	2.4	6.9	47.6	19.1	20.3	1.7	1.7	0.2	81.3	13.7	5.0
Lift Academy**	8	12.5	0.0	0.0	12.5	0.0	87.5	0.0	0.0	0.0	62.5	37.5	0.0
Quality Education**	11	54.5	0.0	0.0	54.5	0.0	45.5	0.0	0.0	0.0	54.5	27.3	18.2
Downtown Middle**	117	78.6	2.6	4.3	40.2	31.6	18.8	1.7	0.9	0.0	91.5	6.0	2.6
C.G. Woodson**	14	78.6	0.0	0.0	71.4	7.1	21.4	0.0	0.0	0.0	100.0	0.0	0.0
Iredell-Statesville	1,244	78.0	4.2	7.2	50.4	16.2	19.5	0.6	1.8	0.2	70.4	20.5	9.1
American Ren. Middle**	58	55.2	5.2	1.7	39.7	8.6	32.8	5.2	6.9	0.0	79.3	15.5	5.2
Mooresville City	328	86.3	3.0	5.2	70.4	7.6	11.6	1.2	0.9	0.0	80.8	14.9	4.3
Stokes	553	63.1	7.1	4.0	42.5	9.6	34.2	0.2	2.5	0.0	72.3	13.6	14.1
Surry	647	84.2	0.8	6.5	55.3	21.6	14.8	0.5	0.5	0.0	84.7	12.7	2.6
Elkin City	70	94.3	2.9	17.1	65.7	8.6	5.7	0.0	0.0	0.0	70.0	27.1	2.9
Bridges**	6	83.3	0.0	16.7	66.7	0.0	16.7	0.0	0.0	0.0	100.0	0.0	0.0
Mount Airy City	138	90.6	1.4	11.6	60.1	17.4	8.7	0.0	0.0	0.7	89.9	8.0	2.2
Watauga	377	88.3	4.8	9.5	53.8	20.2	11.4	0.3	0.0	0.0	86.7	8.0	5.3
Wilkes	749	75.6	2.4	7.3	47.4	18.4	21.6	1.2	1.5	0.1	80.2	13.5	6.3
Yadkin	453	69.1	0.9	4.6	51.2	12.4	27.6	1.5	1.8	0.0	71.7	23.6	4.6

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 10c. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Southwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**98,178**	**73.2**	**2.3**	**5.0**	**49.6**	**16.4**	**23.2**	**1.1**	**2.3**	**0.1**	**74.1**	**18.2**	**7.7**
Southwest Region	**21,535**	**74.8**	**2.5**	**4.8**	**52.3**	**15.2**	**21.8**	**1.1**	**2.2**	**0.1**	**71.7**	**19.9**	**8.3**
Anson	350	76.0	1.1	0.6	59.1	15.1	21.7	1.1	1.1	0.0	68.9	21.1	10.0
Cabarrus	1,483	77.5	3.6	7.4	48.6	17.9	20.2	0.5	1.8	0.0	73.7	17.7	8.6
Kannapolis City	316	62.7	0.9	4.7	42.7	14.2	30.4	0.9	5.7	0.3	63.6	19.3	17.1
Cleveland	734	80.1	1.0	5.2	60.8	13.2	18.1	0.3	1.4	0.1	71.7	19.9	8.4
Kings Mountain	349	85.4	1.7	5.4	55.0	23.2	11.7	0.6	2.3	0.0	73.6	20.6	5.7
Shelby City	219	62.1	9.1	6.4	33.8	12.8	33.8	3.2	0.9	0.0	62.6	26.0	11.4
Gaston	2,408	81.4	2.6	5.7	58.7	14.5	15.6	0.8	2.1	0.1	68.9	22.6	8.6
Hoke	447	67.6	0.4	3.8	44.3	19.0	28.4	2.5	1.6	0.0	72.9	21.5	5.6
Lincoln	875	72.8	3.8	5.0	50.2	13.8	23.4	1.1	2.6	0.0	63.0	21.6	15.4
Lincoln Charter**	34	85.3	0.0	2.9	50.0	32.4	14.7	0.0	0.0	0.0	79.4	11.8	8.8
Charlotte/Mecklenburg	7,656	72.6	1.6	4.1	51.8	15.1	23.6	1.2	2.4	0.2	73.7	19.2	7.1
Kennedy Charter**	2	*	*	*	*	*	*	*	*	*	*	*	*
Lake Norman**	151	84.8	9.9	7.9	47.7	19.2	15.2	0.0	0.0	0.0	89.4	6.6	4.0
Montgomery	324	58.6	0.3	1.2	40.4	16.7	37.0	1.9	2.2	0.3	70.1	18.8	11.1
Moore	854	80.3	2.5	3.2	58.4	16.3	18.5	0.6	0.6	0.0	81.9	14.4	3.7
MAST**	16	25.0	0.0	0.0	25.0	0.0	75.0	0.0	0.0	0.0	68.8	25.0	6.3
Richmond	625	70.2	1.9	4.2	53.3	10.9	22.7	2.2	4.5	0.3	60.0	26.7	13.3
Rowan-Salisbury	1,575	66.9	4.1	4.0	44.3	14.5	28.1	1.5	3.2	0.2	64.1	23.6	12.3
Scotland	539	71.1	0.7	4.3	48.6	17.4	23.2	1.1	4.3	0.4	72.7	21.3	5.9
Stanly	778	76.2	3.5	4.4	50.5	17.9	21.6	1.2	1.0	0.0	69.0	23.1	7.8
Union	1,800	83.4	4.5	7.2	58.7	12.9	14.6	0.8	1.2	0.1	77.6	16.0	6.4

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 10d. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Northeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**98,178**	**73.2**	**2.3**	**5.0**	**49.6**	**16.4**	**23.2**	**1.1**	**2.3**	**0.1**	**74.1**	**18.2**	**7.7**
Northeast Region	**6,882**	**62.9**	**1.0**	**3.6**	**39.8**	**18.4**	**30.4**	**2.3**	**4.3**	**0.1**	**69.6**	**20.7**	**9.8**
Beaufort	580	70.3	0.5	2.9	50.2	16.7	21.7	2.6	5.2	0.2	67.9	20.7	11.4
Bertie	283	51.2	0.0	0.4	29.7	21.2	44.2	1.1	3.5	0.0	71.7	21.6	6.7
Camden	101	71.3	3.0	9.9	39.6	18.8	22.8	0.0	5.0	1.0	79.2	16.8	4.0
Edenton/Chowan	190	71.1	0.5	5.3	46.3	18.9	26.3	0.5	2.1	0.0	75.8	17.9	6.3
Currituck	273	76.6	0.0	3.3	61.9	11.4	21.2	0.4	1.8	0.0	87.9	8.1	4.0
Dare	406	88.7	1.0	8.1	69.7	9.9	10.6	0.2	0.5	0.0	85.7	11.1	3.2
Edgecombe	624	48.2	1.0	1.1	28.2	17.9	39.4	3.8	8.3	0.2	70.5	19.6	9.9
Gates	157	69.4	0.6	2.5	49.7	16.6	22.3	2.5	5.7	0.0	73.9	18.5	7.6
Halifax	439	58.1	0.9	4.8	25.5	26.9	35.3	3.9	2.7	0.0	56.3	28.9	14.8
Roanoke Rapids City	221	68.3	0.0	3.2	44.8	20.4	28.1	1.4	2.3	0.0	81.4	15.4	3.2
Weldon City	88	70.5	0.0	1.1	37.5	31.8	29.5	0.0	0.0	0.0	68.2	22.7	9.1
Hertford	297	46.1	0.3	0.7	29.0	16.2	46.8	1.0	6.1	0.0	71.7	18.9	9.4
Hyde	47	57.4	0.0	0.0	25.5	31.9	36.2	2.1	4.3	0.0	40.4	31.9	27.7
Martin	373	47.5	0.8	2.4	24.7	19.6	42.9	4.0	5.6	0.0	68.6	22.8	8.6
Northampton	277	66.1	0.0	0.4	44.0	21.7	29.6	0.7	2.9	0.7	65.7	22.0	12.3
Elizabeth City/Pasquotank	527	61.1	0.9	1.9	40.0	18.2	31.3	3.8	3.8	0.0	72.7	18.6	8.7
Perquimans	167	72.5	3.0	4.2	43.1	22.2	24.0	0.6	3.0	0.0	83.2	14.4	2.4
Pitt	1,580	64.8	1.8	6.1	39.1	17.7	28.0	2.0	4.9	0.3	64.9	23.7	11.4
Tyrrell	57	59.6	1.8	1.8	45.6	10.5	35.1	1.8	3.5	0.0	54.4	38.6	7.0
Washington	195	49.7	2.1	2.1	24.1	21.5	40.0	6.2	4.1	0.0	44.6	28.7	26.7

Notes. †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 10e. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Southeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**98,178**	**73.2**	**2.3**	**5.0**	**49.6**	**16.4**	**23.2**	**1.1**	**2.3**	**0.1**	**74.1**	**18.2**	**7.7**
Southeast Region	**17,244**	**71.3**	**2.1**	**3.9**	**48.0**	**17.4**	**25.0**	**1.2**	**2.3**	**0.2**	**72.7**	**18.6**	**8.7**
Bladen	449	59.2	2.9	4.7	33.0	18.7	33.0	2.4	5.3	0.0	51.9	25.6	22.5
Brunswick	727	68.6	2.1	4.3	46.2	16.1	28.6	1.2	1.5	0.0	69.9	17.5	12.7
Carteret	657	79.5	1.7	5.5	58.6	13.7	19.6	0.3	0.5	0.2	79.8	16.3	4.0
Columbus	529	60.9	0.6	0.9	43.1	16.3	35.9	1.9	1.1	0.2	60.9	27.4	11.7
Whiteville City	215	75.3	0.9	5.1	58.1	11.2	16.7	1.4	6.0	0.5	66.0	23.3	10.7
Craven	1,079	70.3	4.4	7.0	41.2	17.6	25.6	1.4	2.8	0.0	72.8	18.8	8.4
Cumberland	3,895	76.7	1.2	4.3	51.0	20.2	20.5	0.8	1.8	0.2	81.4	13.9	4.7
Alpha Academy**	20	45.0	0.0	0.0	35.0	10.0	50.0	0.0	5.0	0.0	65.0	20.0	15.0
Duplin	621	76.7	1.1	3.7	51.7	20.1	20.8	1.3	1.0	0.3	72.8	20.0	7.2
Greene	205	55.1	1.0	5.4	27.8	21.0	33.2	6.8	4.9	0.0	48.8	24.9	26.3
Jones	104	82.7	2.9	6.7	48.1	25.0	16.3	0.0	1.0	0.0	74.0	18.3	7.7
Lenoir	724	62.2	1.5	3.0	37.4	20.2	34.7	1.2	1.9	0.0	82.7	14.5	2.8
New Hanover	1,682	73.9	4.8	3.5	50.1	15.6	23.0	1.0	2.1	0.0	78.7	14.7	6.7
Onslow	1,641	72.9	3.8	5.1	49.7	14.3	23.2	1.1	2.4	0.4	68.9	20.7	10.4
Pamlico	122	74.6	0.0	4.9	53.3	16.4	24.6	0.0	0.8	0.0	87.7	9.0	3.3
Arapahoe**	45	53.3	4.4	4.4	17.8	26.7	31.1	0.0	15.6	0.0	86.7	4.4	8.9
Pender	534	74.5	2.1	3.0	56.0	13.5	21.5	1.3	2.6	0.0	73.8	18.5	7.7
Robeson	1,636	63.6	1.3	2.0	40.8	19.5	30.2	1.7	3.7	0.1	56.3	26.8	16.9
CIS Academy**	28	46.4	0.0	0.0	28.6	17.9	32.1	10.7	10.7	0.0	21.4	39.3	39.3
Sampson	630	62.2	1.0	1.6	45.2	14.4	35.1	1.0	1.1	0.6	64.9	24.9	10.2
Clinton City	205	75.6	0.5	3.9	59.5	11.7	22.0	1.0	1.5	0.0	83.9	12.7	3.4
Wayne	1,496	73.3	1.1	3.1	53.3	15.8	23.5	0.5	2.5	0.2	73.7	19.2	7.1

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 10f. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Central Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**98,178**	**73.2**	**2.3**	**5.0**	**49.6**	**16.4**	**23.2**	**1.1**	**2.3**	**0.1**	**74.1**	**18.2**	**7.7**
Central Region	**29,869**	**71.7**	**2.5**	**5.0**	**48.8**	**15.3**	**24.7**	**1.1**	**2.4**	**0.1**	**75.3**	**17.7**	**7.1**
Alamance-Burlington	1,636	73.1	1.4	3.3	55.9	12.5	23.5	1.0	2.4	0.1	74.4	18.8	6.8
Lakeside School**	1	*	*	*	*	*	*	*	*	*	*	*	*
River Mill Charter**	20	35.0	0.0	0.0	15.0	20.0	65.0	0.0	0.0	0.0	75.0	10.0	15.0
Caswell	272	80.5	2.6	5.5	56.6	15.8	17.6	0.7	1.1	0.0	75.0	19.5	5.5
Chatham	604	78.1	2.5	5.8	57.0	12.9	19.0	0.8	1.8	0.2	73.2	19.9	7.0
Chatham Charter**	17	82.4	0.0	5.9	47.1	29.4	17.6	0.0	0.0	0.0	94.1	5.9	0.0
Woods Charter**	12	25.0	0.0	0.0	16.7	8.3	58.3	16.7	0.0	0.0	50.0	41.7	8.3
Durham	2,159	61.8	1.3	3.3	38.6	18.6	32.1	1.8	3.8	0.5	77.5	15.8	6.6
Carter Community**	18	16.7	0.0	0.0	5.6	11.1	72.2	5.6	5.6	0.0	77.8	11.1	11.1
Kestrel Heights**	34	47.1	0.0	2.9	26.5	17.6	50.0	2.9	0.0	0.0	70.6	23.5	5.9
Success Academy**	8	0.0	0.0	0.0	0.0	0.0	37.5	12.5	50.0	0.0	0.0	0.0	100.0
Omuteko Gwamazima**	11	9.1	0.0	0.0	0.0	9.1	72.7	18.2	0.0	0.0	63.6	27.3	9.1
Franklin	621	60.7	0.5	1.4	40.3	18.5	34.3	1.8	2.9	0.3	81.8	11.8	6.4
Granville	610	76.2	0.8	2.5	52.5	20.5	21.5	0.5	1.8	0.0	77.2	18.2	4.6
Guilford	4,756	71.1	4.2	7.0	45.3	14.6	25.0	1.3	2.6	0.1	73.1	18.7	8.1
Imani Institute**	47	57.4	0.0	0.0	34.0	23.4	34.0	0.0	6.4	2.1	83.0	6.4	10.6
Harnett	1,288	67.1	2.0	4.0	45.1	16.0	28.6	1.2	3.0	0.1	67.1	22.5	10.4
Johnston	1,588	70.1	2.5	5.2	48.5	14.0	27.8	0.6	1.4	0.1	73.4	18.8	7.7
Lee	708	60.9	4.8	8.1	31.2	16.8	30.9	3.2	4.8	0.1	56.8	20.6	22.6
Provisions Academy**	15	40.0	0.0	0.0	13.3	26.7	53.3	6.7	0.0	0.0	80.0	20.0	0.0
Nash-Rocky Mount	1,317	71.8	0.5	4.2	52.2	14.9	26.4	0.5	1.1	0.2	79.7	16.6	3.6
Rocky Mt. Charter Public**	57	56.1	0.0	0.0	17.5	38.6	33.3	7.0	3.5	0.0	80.7	17.5	1.8
Orange	477	73.2	1.5	3.4	49.5	18.9	21.4	1.3	4.0	0.2	76.9	15.3	7.8
Orange Co. Charter**	16	31.3	0.0	0.0	18.8	12.5	56.3	6.3	6.3	0.0	25.0	62.5	12.5
Chapel Hill-Carrboro City	754	89.9	6.4	11.0	63.9	8.6	9.3	0.8	0.0	0.0	90.8	7.2	2.0
Village Charter**	10	50.0	0.0	20.0	10.0	20.0	50.0	0.0	0.0	0.0	80.0	10.0	10.0
Person	468	73.5	0.9	2.1	52.4	18.2	25.4	0.4	0.4	0.2	59.6	32.5	7.9
Randolph	1,340	68.2	1.1	2.5	45.7	19.0	28.0	1.3	2.5	0.1	69.3	21.9	8.8
Asheboro City	330	74.8	4.2	6.1	51.2	13.3	21.8	0.9	2.4	0.0	67.0	23.0	10.0
Rockingham	1,144	77.2	2.1	3.1	59.1	12.8	20.3	0.3	2.0	0.2	79.3	14.7	6.0
Bethany Community**	21	42.9	0.0	0.0	23.8	19.0	47.6	4.8	4.8	0.0	42.9	0.0	57.1
Vance	559	48.7	0.4	2.0	32.6	13.8	43.3	1.4	5.5	1.1	69.1	23.1	7.9
Vance Charter**	42	59.5	2.4	4.8	28.6	23.8	38.1	2.4	0.0	0.0	45.2	42.9	11.9
Wake	7,529	77.6	2.8	6.1	53.7	14.9	19.2	0.9	2.2	0.1	79.6	15.4	5.0
Exploris**	56	96.4	1.8	10.7	71.4	12.5	3.6	0.0	0.0	0.0	94.6	5.4	0.0
Magellan**	64	100.0	3.1	12.5	75.0	9.4	0.0	0.0	0.0	0.0	100.0	0.0	0.0
Sterling Montessori**	12	83.3	0.0	0.0	75.0	8.3	16.7	0.0	0.0	0.0	100.0	0.0	0.0
Franklin Academy**	44	75.0	2.3	9.1	45.5	18.2	25.0	0.0	0.0	0.0	93.2	6.8	0.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
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Table 10 . North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA

State	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE						NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	++	+-	--
	98,178	73.2	2.3	5.0	49.6	16.4	23.2	1.1	2.3	0.1	74.1	18.2	7.7
East Wake Academy**	31	54.8	0.0	6.5	25.8	22.6	45.2	0.0	0.0	0.0	83.9	12.9	3.2
SPARC Academy**	31	41.9	0.0	3.2	19.4	19.4	48.4	3.2	6.5	0.0	74.2	19.4	6.5
Quest Academy**	12	100.0	0.0	16.7	83.3	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
Warren	248	44.8	0.0	1.6	28.2	14.9	46.8	1.6	6.5	0.4	67.7	24.6	7.7
Wilson	857	70.2	2.5	3.0	49.6	15.2	27.5	0.6	1.5	0.1	69.0	20.4	10.6
S.B. Howard**	25	24.0	0.0	0.0	12.0	12.0	76.0	0.0	0.0	0.0	88.0	8.0	4.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
•Data not reported where Number Tested is fewer than five.
••Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 11a. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 4, by Ethnicity and LEA
Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**100,930**	**68.8**	**1,612**	**66.4**	**1,510**	**70.9**	**30,409**	**56.1**	**3,823**	**58.0**	**2,119**	**69.8**	**60,687**	**75.8**
Western Region	**7,302**	**75.9**	**96**	**77.1**	**39**	**69.2**	**497**	**59.0**	**178**	**70.8**	**141**	**73.8**	**6,312**	**77.5**
Buncombe	1,925	81.1	9	66.7	9	88.9	111	63.1	40	80.0	53	77.4	1,688	82.6
Asheville City	293	71.7	1	*	1	*	141	58.9	6	83.3	17	88.2	124	84.7
Francine Delany**	11	100.0	0	*	0	*	3	*	0	*	1	*	7	100.0
Evergreen Community**	24	54.2	0	*	0	*	0	*	0	*	1	*	20	55.0
Cherokee	248	70.6	7	85.7	0	*	3	*	4	*	3	*	228	71.1
The Learning Center**	6	100.0	0	*	0	*	0	*	1	*	0	*	5	100.0
Clay	84	59.5	0	*	0	*	0	*	0	*	0	*	84	59.5
Graham	90	78.9	12	83.3	0	*	0	*	0	*	0	*	78	78.2
Haywood	579	81.5	5	80.0	2	*	3	*	6	83.3	8	87.5	555	81.3
Henderson	880	81.6	3	*	7	85.7	44	72.7	62	79.0	13	76.9	749	82.4
Mountain Community**	17	64.7	0	*	0	*	1	*	1	*	0	*	15	66.7
Jackson	284	77.8	34	73.5	1	*	4	*	5	60.0	5	100.0	233	78.5
Summit Charter**	18	83.3	1	*	1	*	0	*	0	*	0	*	16	81.3
Macon	298	70.1	1	*	3	*	3	*	4	*	4	*	283	71.0
Madison	201	84.1	0	*	0	*	1	*	4	*	1	*	195	84.6
McDowell	503	69.6	1	*	10	50.0	18	66.7	11	36.4	4	*	457	70.5
Mitchell	166	73.5	0	*	0	*	0	*	4	*	2	*	160	72.5
Polk	188	78.7	0	*	0	*	17	76.5	7	57.1	2	*	161	80.1
Rutherford	812	57.8	1	*	3	*	125	42.4	14	21.4	12	50.0	654	61.6
Swain	126	73.8	19	73.7	0	*	2	*	1	*	2	*	102	74.5
Transylvania	316	87.3	2	*	2	*	20	75.0	3	*	10	60.0	277	88.8
Brevard Academy**	16	62.5	0	*	0	*	1	*	1	*	1	*	13	61.5
Yancey	217	76.0	0	*	0	*	0	*	4	*	2	*	208	76.4

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
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Table 11b. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 4, by Ethnicity and LEA
Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**100,930**	**68.8**	**1,612**	**66.4**	**1,510**	**70.9**	**30,409**	**56.1**	**3,823**	**58.0**	**2,119**	**69.8**	**60,687**	**75.8**
Northwest Region	**16,004**	**73.8**	**48**	**64.6**	**360**	**63.3**	**2,614**	**58.7**	**618**	**61.0**	**279**	**72.4**	**12,016**	**78.2**
Alexander	421	73.2	2	*	15	66.7	20	70.0	10	70.0	3	*	370	73.8
Alleghany	106	83.0	2	*	0	*	1	*	6	66.7	3	*	94	83.0
Ashe	249	87.1	0	*	1	*	2	*	3	*	2	*	240	87.9
Avery	193	87.0	0	*	1	*	1	*	4	*	3	*	184	87.0
Grandfather Academy**	6	16.7	0	*	0	*	0	*	0	*	0	*	6	16.7
Crossnore Academy**	3	*	0	*	0	*	0	*	0	*	0	*	3	*
Burke	1,191	77.7	4	*	101	70.3	104	64.4	31	64.5	23	78.3	927	80.5
Caldwell	1,004	83.1	1	*	6	83.3	66	78.8	19	63.2	20	75.0	878	84.2
Catawba	1,253	75.8	1	*	80	60.0	70	71.4	44	65.9	21	85.7	1,032	77.6
Englemann**	28	46.4	0	*	0	*	7	42.9	0	*	1	*	20	50.0
Hickory City	320	68.4	0	*	29	58.6	92	57.6	19	63.2	14	50.0	161	78.9
Newton Conover City	189	62.4	1	*	15	46.7	32	46.9	17	64.7	3	*	120	69.2
Davidson	1,542	73.7	6	83.3	4	*	26	65.4	18	83.3	11	90.9	1,468	73.7
Lexington City	266	66.9	2	*	20	60.0	119	64.7	32	62.5	11	81.8	81	71.6
Thomasville City	214	55.6	1	*	1	*	109	53.2	10	70.0	9	44.4	84	58.3
Davie	476	59.2	1	*	0	*	48	29.2	14	28.6	9	55.6	401	63.8
Winston-Salem/Forsyth	3,628	72.2	10	60.0	35	77.1	1,383	60.4	210	53.3	75	70.7	1,900	82.9
Quality Education**	1	*	0	*	0	*	1	*	0	*	0	*	0	*
C.G. Woodson**	23	17.4	1	*	0	*	21	19.0	1	*	0	*	0	*
Forsyth Academies**	72	27.8	1	*	1	*	40	22.5	1	*	0	*	29	31.0
Iredell-Statesville	1,397	74.0	6	50.0	27	48.1	255	57.6	35	68.6	26	69.2	1,044	79.1
American Renaissance**	46	32.6	0	*	0	*	9	0.0	0	*	1	*	35	40.0
Success Institute**	13	7.7	0	*	0	*	13	7.7	0	*	0	*	0	*
Mooresville City	332	73.2	2	*	8	62.5	63	46.0	0	*	4	*	255	80.4
Stokes	529	66.2	3	*	0	*	30	56.7	8	62.5	8	62.5	479	66.8
Surry	650	84.0	2	*	2	*	18	88.9	62	67.7	10	90.0	555	85.8
Elkin City	96	75.0	0	*	0	*	6	66.7	6	33.3	0	*	84	78.6
Bridges**	10	100.0	0	*	0	*	0	*	0	*	0	*	9	100.0
Mount Airy City	159	72.3	0	*	7	42.9	19	57.9	2	*	1	*	130	76.2
Millennium**	17	76.5	0	*	1	*	1	*	0	*	0	*	15	80.0
Watauga	364	88.7	1	*	2	*	4	*	2	*	2	*	351	88.9
Wilkes	764	78.9	1	*	4	*	32	68.8	30	73.3	14	78.6	681	79.7
Yadkin	442	65.8	0	*	0	*	22	54.5	34	55.9	5	80.0	380	67.4

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
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Table 11c. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 4, by Ethnicity and LEA
Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**100,930**	**68.8**	**1,612**	**66.4**	**1,510**	**70.9**	**30,409**	**56.1**	**3,823**	**58.0**	**2,119**	**69.8**	**60,687**	**75.8**
Southwest Region	**22,546**	**68.1**	**231**	**61.9**	**421**	**70.8**	**6,993**	**56.4**	**883**	**55.4**	**389**	**66.8**	**13,413**	**75.2**
Anson	334	71.3	1	*	3	*	211	65.4	1	*	4	*	112	84.8
Cabarrus	1,507	51.0	12	50.0	8	62.5	228	40.8	61	37.7	35	42.9	1,152	54.1
Kannapolis City	332	77.1	0	*	4	*	96	71.9	32	56.3	10	90.0	189	82.5
Cleveland	800	76.0	0	*	2	*	164	67.1	14	57.1	8	87.5	611	78.6
Kings Mountain City	371	79.5	2	*	8	75.0	81	66.7	4	*	9	88.9	267	83.1
Shelby City	261	31.8	0	*	0	*	154	21.4	1	*	8	12.5	95	48.4
Gaston	2,578	82.4	8	75.0	20	85.0	519	75.7	45	71.1	33	78.8	1,941	84.4
Piedmont Community**	18	44.4	0	*	0	*	9	33.3	1	*	0	*	8	50.0
Hoke	500	57.6	55	58.2	6	83.3	228	53.1	28	53.6	16	43.8	165	64.8
Lincoln	853	68.6	2	*	5	80.0	54	42.6	29	58.6	14	78.6	743	70.7
Lincoln Charter**	43	93.0	0	*	0	*	1	*	0	*	1	*	41	92.7
Charlotte/Mecklenburg	8,255	71.4	36	75.0	279	74.6	3,565	58.9	404	61.9	153	71.2	3,710	84.2
Community Charter**	18	44.4	1	*	0	*	11	36.4	1	*	0	*	5	80.0
Sugar Creek**	63	63.5	0	*	0	*	63	63.5	0	*	0	*	0	*
Metrolina Regional**	11	90.9	0	*	2	*	1	*	0	*	0	*	8	87.5
Montgomery	320	45.9	0	*	12	25.0	95	38.9	47	38.3	5	60.0	161	53.4
Moore	772	74.7	9	66.7	5	60.0	186	62.9	31	45.2	21	71.4	507	82.1
STARS**	14	50.0	0	*	0	*	3	*	0	*	1	*	10	60.0
Richmond	678	61.8	20	55.0	5	80.0	279	49.8	14	50.0	8	100.0	350	71.1
Rowan-Salisbury	1,601	39.2	8	37.5	15	40.0	350	26.9	62	29.0	23	47.8	1,111	43.0
Rowan Academy**	16	12.5	0	*	0	*	16	12.5	0	*	0	*	0	*
Scotland	554	68.1	68	64.7	3	*	246	56.9	5	80.0	6	83.3	218	80.3
Stanly	801	62.7	4	*	30	60.0	130	45.4	20	55.0	13	38.5	598	67.7
Union	1,787	79.3	5	60.0	14	57.1	297	57.9	83	57.8	21	81.0	1,359	85.6
Union Academy**	59	78.0	0	*	0	*	6	50.0	0	*	0	*	52	80.8

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Table 11d. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 4, by Ethnicity and LEA
Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**100,930**	**68.8**	**1,612**	**65.4**	**1,510**	**70.9**	**30,409**	**56.1**	**3,823**	**58.0**	**2,119**	**69.8**	**60,687**	**75.8**
Northeast Region	**6,713**	**54.3**	**59**	**57.6**	**30**	**43.3**	**3,478**	**45.3**	**104**	**45.2**	**84**	**56.0**	**2,909**	**65.6**
Beaufort	612	57.8	1	*	0	*	260	46.5	18	44.4	7	57.1	317	68.5
Bertie	250	66.0	1	*	1	*	203	63.1	0	*	1	*	43	81.4
Camden	97	33.0	1	*	0	*	16	25.0	0	*	1	*	76	34.2
Edenton/Chowan	195	64.6	1	*	0	*	100	55.0	2	*	5	80.0	87	74.7
Currituck	251	82.5	0	*	1	*	24	83.3	2	*	5	60.0	215	83.7
Dare	361	80.1	3	*	0	*	11	100.0	4	*	12	75.0	328	80.2
Edgecombe	594	67.0	4	*	1	*	349	58.7	19	68.4	4	*	208	80.8
Gates	143	69.9	0	*	0	*	61	63.9	0	*	3	*	79	73.4
Halifax	465	58.7	32	56.3	0	*	393	58.8	1	*	3	*	36	61.1
Roanoke Rapids City	259	81.1	1	*	2	*	55	76.4	2	*	2	*	196	82.1
Weldon City	111	65.8	0	*	2	*	102	64.7	0	*	0	*	5	80.0
Hertford	331	49.8	7	57.1	1	*	271	46.5	1	*	0	*	51	68.6
Hyde	51	54.9	0	*	0	*	26	34.6	1	*	0	*	24	75.0
Martin	356	56.5	1	*	1	*	198	47.0	3	*	4	*	147	68.0
Northampton	261	62.5	0	*	0	*	206	62.1	1	*	2	*	51	64.7
Elizabeth City/Pasquotank	451	64.3	1	*	5	60.0	217	52.5	5	80.0	8	75.0	212	75.5
Perquimans	121	71.9	2	*	0	*	35	65.7	1	*	2	*	81	74.1
Pitt	1,593	25.5	4	*	16	18.8	805	15.2	41	14.6	23	26.1	693	38.5
Tyrrell	49	69.4	0	*	0	*	26	65.4	1	*	0	*	22	77.3
Washington	162	25.9	0	*	0	*	120	17.5	2	*	2	*	38	50.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
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Table 11e. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 4, by Ethnicity and LEA
Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above †	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**100,930**	**68.8**	**1,612**	**66.4**	**1,510**	**70.9**	**30,409**	**56.1**	**3,823**	**58.0**	**2,119**	**69.8**	**60,687**	**75.8**
Southeast Region	**17,486**	**66.5**	**1,030**	**67.5**	**114**	**71.9**	**6,261**	**58.9**	**694**	**65.1**	**510**	**70.6**	**8,748**	**71.6**
Bladen	460	52.8	4	*	0	*	239	42.7	13	61.5	7	71.4	197	64.5
Brunswick	749	56.5	11	63.6	1	*	170	49.4	19	63.2	22	59.1	522	58.4
Carteret	595	73.3	7	71.4	1	*	52	57.7	4	*	20	70.0	510	74.9
Tiller School**	14	85.7	0	*	1	*	0	*	0	*	0	*	13	84.6
Columbus	527	64.9	23	47.8	0	*	209	59.8	10	80.0	7	85.7	277	69.0
Whiteville City	205	64.9	2	*	3	*	86	55.8	3	*	4	*	106	72.6
Craven	1,128	48.3	8	50.0	6	16.7	382	37.4	28	46.4	34	38.2	667	55.5
Cumberland	3,901	71.0	99	60.6	43	79.1	1,746	65.3	194	77.3	185	79.5	1,575	75.6
Duplin	676	72.6	4	*	1	*	239	69.0	107	67.3	12	50.0	313	78.6
Greene	254	61.4	0	*	0	*	138	54.3	22	40.9	2	*	89	76.4
Jones	125	71.2	0	*	0	*	70	67.1	3	*	0	*	52	76.9
Lenoir	759	67.2	2	*	3	*	369	62.6	13	61.5	5	100.0	359	71.6
Children's Village Academy**	11	36.4	0	*	0	*	10	30.0	0	*	1	*	0	*
New Hanover	1,669	75.1	3	*	12	83.3	473	57.5	17	88.2	46	69.6	1,104	82.5
Onslow	1,531	61.9	15	40.0	25	60.0	353	56.4	55	63.6	85	67.1	985	64.2
Pamlico	126	59.5	0	*	1	*	38	50.0	0	*	2	*	85	63.5
Arapahoe**	39	79.5	1	*	0	*	1	*	2	*	0	*	35	82.9
Pender	591	73.6	4	*	0	*	176	67.0	12	83.3	11	63.6	381	76.9
Robeson	1,869	67.7	824	70.8	4	*	568	61.8	50	62.0	21	81.0	392	68.9
Sampson	602	46.5	14	21.4	2	*	196	41.8	73	42.5	11	45.5	306	51.3
Clinton City	209	66.5	8	62.5	2	*	102	58.8	9	55.6	2	*	85	76.5
Wayne	1,446	73.0	1	*	9	77.8	644	61.3	60	61.7	33	75.8	695	84.6

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
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**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
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Table 11f. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 4, by Ethnicity and LEA
Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**100,930**	**68.8**	**1,612**	**66.4**	**1,510**	**70.9**	**30,409**	**56.1**	**3,823**	**58.0**	**2,119**	**69.8**	**60,687**	**75.8**
Central Region	**30,879**	**69.4**	**148**	**63.5**	**546**	**77.5**	**10,566**	**57.0**	**1,346**	**53.9**	**716**	**70.7**	**17,289**	**77.8**
Alamance-Burlington	1,627	69.2	4	*	13	84.6	469	55.9	107	53.3	23	60.9	1,007	77.2
River Mill Charter**	22	36.4	0	*	0	*	2	*	0	*	1	*	19	42.1
Caswell	307	67.1	0	*	0	*	124	62.1	2	*	9	88.9	171	70.2
Chatham	524	75.4	1	*	1	*	134	64.2	44	45.5	16	68.8	326	84.4
Chatham Charter**	15	53.3	0	*	0	*	1	*	0	*	0	*	14	57.1
Woods Charter**	3	*	0	*	0	*	0	*	0	*	0	*	3	*
Durham	2,123	66.5	5	80.0	39	71.8	1,178	60.8	107	44.9	52	65.4	718	78.8
Maureen Joy**	28	50.0	0	*	0	*	27	51.9	0	*	0	*	0	*
Healthy Start**	62	32.3	0	*	0	*	59	33.9	0	*	0	*	2	*
Carter Community**	19	31.6	0	*	0	*	17	35.3	0	*	1	*	1	*
Turning Point**	15	33.3	0	*	0	*	14	35.7	0	*	1	*	0	*
Research Triangle**	9	33.3	0	*	0	*	7	28.6	0	*	0	*	2	*
Omuteko Gwamaziima**	9	0.0	0	*	0	*	8	0.0	0	*	0	*	0	*
Franklin	623	57.8	5	60.0	2	*	252	46.8	31	41.9	12	75.0	320	67.2
Granville	663	60.2	3	*	1	*	256	51.6	19	31.6	14	50.0	357	67.5
Guilford	5,017	67.7	34	64.7	147	63.3	2,183	58.5	136	55.1	162	69.8	2,334	77.2
Greensboro Academy**	77	62.3	0	*	1	*	5	20.0	0	*	0	*	70	64.3
Phoenix Academy**	31	87.1	0	*	0	*	6	50.0	1	*	1	*	23	95.7
Harnett	1,335	68.8	8	75.0	9	77.8	392	61.7	67	53.7	46	65.2	803	73.5
Harnett Early Childhood**	12	25.0	0	*	0	*	12	25.0	0	*	0	*	0	*
Johnston	1,739	63.7	5	60.0	3	*	362	50.5	123	43.1	37	70.3	1,181	70.0
Lee	713	65.8	4	*	5	100.0	182	55.5	108	54.6	15	73.3	395	72.0
Nash-Rocky Mount	1,351	73.1	7	85.7	8	75.0	715	67.8	37	59.5	13	61.5	557	81.3
Rocky Mt. Charter Public**	70	37.1	6	50.0	0	*	50	34.0	1	*	1	*	11	45.5
Orange	535	73.5	3	*	2	*	128	57.0	14	35.7	9	55.6	374	81.0
Orange Co. Charter**	18	83.3	1	*	0	*	0	*	0	*	0	*	17	88.2
Chapel Hill-Carrboro City	755	81.3	0	*	44	84.1	134	57.5	27	66.7	32	71.9	513	88.7
Village Charter**	10	70.0	0	*	1	*	3	*	0	*	1	*	5	80.0
Person	436	71.1	1	*	0	*	171	61.4	6	66.7	5	80.0	251	77.7
Bethel Hill**	45	13.3	0	*	0	*	6	16.7	1	*	1	*	37	10.8
Randolph	1,356	74.0	8	87.5	11	81.8	69	68.1	59	59.3	21	71.4	1,186	75.1
Asheboro City	304	67.1	1	*	4	*	45	60.0	58	62.1	10	50.0	183	72.7
Rockingham	1,143	65.3	3	*	6	*	267	55.4	31	64.5	27	66.7	780	68.8

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
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Table 11 . North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 4, by Ethnicity and LEA

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**100,930**	**68.8**	**1,612**	**66.4**	**1,510**	**70.9**	**30,409**	**56.1**	**3,823**	**58.0**	**2,119**	**69.8**	**60,687**	**75.8**
Vance	701	48.5	2	*	3	*	442	42.5	29	34.5	2	*	221	63.3
Vance Charter**	17	0.0	0	*	0	*	4	*	0	*	0	*	13	0.0
Wake	7,780	78.2	26	76.9	243	85.2	2,055	61.1	293	64.2	185	80.0	4,847	86.0
Magellan**	64	96.9	0	*	1	*	5	60.0	3	*	1	*	54	100.0
Sterling Montessori**	26	53.8	0	*	1	*	2	*	1	*	2	*	19	52.6
Franklin Academy**	43	69.8	0	*	0	*	1	*	0	*	0	*	41	73.2
East Wake Academy**	25	76.0	0	*	0	*	5	60.0	1	*	1	*	18	83.3
SPARC Academy**	28	32.1	0	*	0	*	28	32.1	0	*	0	*	0	*
Northeast Raleigh**	17	23.5	0	*	0	*	16	25.0	0	*	0	*	1	*
Quest Academy**	8	25.0	0	*	0	*	1	*	0	*	0	*	7	28.6
Warren	241	53.9	10	60.0	1	*	178	50.0	3	*	2	*	46	67.4
Haliwa-Saponi Tribal**	10	40.0	10	40.0	0	*	0	*	0	*	0	*	0	*
Wilson	901	50.6	1	*	2	*	492	42.9	37	35.1	11	54.5	355	62.3
S.B. Howard**	22	68.2	0	*	0	*	19	63.2	0	*	2	*	0	*

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
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Table 12a. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 7, by Ethnicity and LEA
Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**98,178**	**73.2**	**1,497**	**62.6**	**1,599**	**82.4**	**28,589**	**59.3**	**3,172**	**63.6**	**1,822**	**75.1**	**60,852**	**80.3**
Western Region	**7,402**	**78.1**	**99**	**60.6**	**39**	**74.4**	**426**	**71.4**	**145**	**64.8**	**100**	**80.0**	**6,564**	**79.1**
Buncombe	1,961	82.6	9	55.6	13	76.9	102	81.4	42	69.0	28	78.6	1,755	83.4
Asheville City	245	84.9	0	*	1	*	95	82.1	5	80.0	10	90.0	134	86.6
Francine Delany**	11	72.7	0	*	0	*	2	*	0	*	0	*	9	66.7
Evergreen Community**	17	52.9	0	*	0	*	1	*	0	*	2	*	14	50.0
Cherokee	298	86.6	3	*	1	*	2	*	1	*	1	*	289	86.2
The Learning Center**	7	28.6	0	*	1	*	1	*	0	*	0	*	5	20.0
Clay	99	74.7	0	*	1	*	1	*	1	*	1	*	95	74.7
Graham	86	90.7	12	83.3	0	*	0	*	0	*	0	*	74	91.9
Haywood	615	77.6	8	50.0	0	*	4	*	5	60.0	7	71.4	590	78.3
Henderson	906	77.9	7	42.9	6	83.3	41	63.4	60	56.7	14	92.9	774	80.4
Mountain Community**	17	47.1	0	*	0	*	0	*	0	*	0	*	16	43.8
Jackson	251	61.0	19	63.2	1	*	3	*	3	*	8	75.0	216	61.1
Summit Charter**	16	62.5	0	*	0	*	0	*	0	*	0	*	16	62.5
Macon	323	76.5	1	*	2	*	4	*	2	*	4	*	310	76.5
Madison	204	72.1	1	*	0	*	0	*	1	*	0	*	200	71.5
McDowell	551	72.6	3	*	7	85.7	20	75.0	7	42.9	3	*	510	72.7
Mitchell	219	78.5	0	*	1	*	1	*	2	*	0	*	215	79.1
Polk	169	86.4	0	*	1	*	9	55.6	7	85.7	4	*	148	88.5
Rutherford	750	72.0	2	*	3	*	120	57.5	3	*	10	70.0	608	75.0
Thomas Jefferson**	24	33.3	0	*	0	*	4	*	1	*	0	*	19	36.8
Swain	144	70.1	32	50.0	0	*	1	*	1	*	3	*	106	75.5
Transylvania	287	84.3	0	*	1	*	9	88.9	3	*	4	*	269	83.6
Brevard Academy**	15	53.3	0	*	0	*	3	*	0	*	0	*	12	41.7
Yancey	187	86.6	2	*	0	*	3	*	1	*	1	*	180	86.1

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
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Table 12b. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 7, by Ethnicity and LEA
Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**98,178**	**73.2**	**1,497**	**62.6**	**1,599**	**82.4**	**28,589**	**59.3**	**3,172**	**63.6**	**1,822**	**75.1**	**60,852**	**80.3**
Northwest Region	**15,246**	**78.7**	**56**	**71.4**	**343**	**83.4**	**2,342**	**63.2**	**484**	**66.5**	**207**	**81.6**	**11,751**	**82.2**
Alexander	414	76.3	1	*	19	63.2	30	56.7	14	78.6	2	*	347	79.3
Alleghany	108	83.3	0	*	0	*	1	*	4	*	1	*	101	84.2
Ashe	236	91.1	1	*	2	*	3	*	1	*	0	*	229	91.7
Avery	172	78.5	1	*	0	*	0	*	1	*	0	*	169	78.1
Grandfather Academy**	3	*	0	*	0	*	0	*	0	*	0	*	3	*
Crossnore Academy**	6	33.3	0	*	0	*	2	*	0	*	0	*	3	*
Burke	1,177	88.6	4	*	99	86.9	93	83.9	28	89.3	18	100.0	933	89.1
Caldwell	976	76.8	4	*	4	*	78	59.0	15	66.7	7	71.4	867	78.7
Catawba	1,260	84.4	5	60.0	77	84.4	92	78.3	34	73.5	14	92.9	1,031	85.5
Hickory City	347	80.4	2	*	25	92.0	95	57.9	15	80.0	10	60.0	198	91.4
Newton Conover City	194	80.9	1	*	13	76.9	30	63.3	13	92.3	3	*	134	84.3
Davidson	1,520	80.3	9	100.0	5	100.0	29	51.7	15	66.7	8	100.0	1,451	80.8
Lexington City	212	60.4	0	*	11	63.6	100	51.0	24	66.7	5	100.0	68	69.1
Thomasville City	164	55.5	1	*	2	*	82	48.8	13	46.2	6	50.0	60	68.3
Davie	429	76.9	0	*	1	*	50	70.0	14	78.6	3	*	357	77.9
Winston-Salem/Forsyth	3,255	76.1	10	70.0	24	95.8	1,166	62.8	141	54.6	68	80.9	1,839	85.8
Lift Academy**	8	12.5	0	*	0	*	8	12.5	0	*	0	*	0	*
Quality Education**	11	54.5	0	*	0	*	11	54.5	0	*	0	*	0	*
Downtown Middle**	117	78.6	1	*	2	*	63	76.2	0	*	3	*	48	79.2
C.G. Woodson**	14	78.6	0	*	0	*	14	78.6	0	*	0	*	0	*
Iredell-Statesville	1,244	78.0	11	81.8	37	75.7	219	64.8	44	81.8	16	93.8	911	80.9
American Ren. Middle**	58	55.2	0	*	0	*	7	57.1	0	*	2	*	48	56.3
Mooresville City	328	86.3	0	*	8	75.0	56	64.3	1	*	7	57.1	253	92.1
Stokes	553	63.1	4	*	0	*	23	26.1	5	40.0	7	57.1	508	65.6
Surry	647	84.2	1	*	3	*	16	75.0	46	76.1	10	70.0	568	85.6
Elkin City	70	94.3	0	*	1	*	4	*	3	*	0	*	62	93.5
Bridges**	6	83.3	0	*	0	*	0	*	0	*	0	*	6	83.3
Mount Airy City	138	90.6	0	*	5	100.0	13	76.9	3	*	0	*	116	91.4
Watauga	377	88.3	0	*	4	*	4	*	2	*	8	87.5	352	88.6
Wilkes	749	75.6	0	*	0	*	34	61.8	20	60.0	7	100.0	688	76.5
Yadkin	453	69.1	0	*	1	*	19	52.6	28	35.7	2	*	401	72.1

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

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Table 12c. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 7, by Ethnicity and LEA
Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**98,178**	**73.2**	**1,497**	**62.6**	**1,599**	**82.4**	**28,589**	**59.3**	**3,172**	**63.6**	**1,822**	**75.1**	**60,852**	**80.3**
Southwest Region	**21,535**	**74.8**	**241**	**61.8**	**469**	**78.5**	**6,493**	**60.5**	**748**	**66.4**	**324**	**75.6**	**13,117**	**82.5**
Anson	350	76.0	4	*	9	100.0	188	68.1	0	*	2	*	145	84.1
Cabarrus	1,483	77.5	1	*	15	80.0	201	67.2	44	65.9	17	82.4	1,198	79.6
Kannapolis City	316	62.7	0	*	4	*	98	43.9	24	54.2	9	88.9	179	72.6
Cleveland	734	80.1	1	*	1	*	168	66.7	6	83.3	11	81.8	544	84.4
Kings Mountain City	349	85.4	1	*	9	100.0	70	78.6	4	*	3	*	261	86.6
Shelby City	219	62.1	0	*	3	*	121	46.3	3	*	1	*	89	80.9
Gaston	2,408	81.4	12	66.7	35	88.6	472	69.7	41	75.6	32	84.4	1,787	84.4
Hoke	447	67.6	59	59.3	3	*	219	59.4	14	85.7	16	68.8	130	82.3
Lincoln	875	72.8	5	80.0	4	*	88	48.9	58	75.9	6	66.7	709	75.5
Lincoln Charter**	34	85.3	0	*	0	*	3	*	1	*	0	*	30	86.7
Charlotte/Mecklenburg	7,656	72.6	39	53.8	302	77.2	3,358	59.7	343	68.2	134	73.1	3,419	85.7
Kennedy Charter**	2	*	0	*	0	*	2	*	0	*	0	*	0	*
Lake Norman**	151	84.8	3	*	1	*	1	*	1	*	4	*	141	85.8
Montgomery	324	58.6	1	*	11	72.7	86	50.0	35	31.4	2	*	188	67.6
Moore	854	80.3	13	61.5	2	*	200	69.5	28	67.9	16	68.8	591	85.3
MAST**	16	25.0	0	*	0	*	5	20.0	0	*	0	*	11	27.3
Richmond	625	70.2	20	50.0	2	*	254	62.2	9	66.7	5	80.0	334	77.5
Rowan-Salisbury	1,575	66.9	10	30.0	17	64.7	334	47.9	47	57.4	19	52.6	1,141	73.5
Scotland	539	71.1	66	69.7	4	*	212	60.4	1	*	11	63.6	243	81.1
Stanly	778	76.2	2	*	32	71.9	111	57.7	17	64.7	8	75.0	605	80.2
Union	1,800	83.4	4	*	15	80.0	302	64.6	72	63.9	28	96.4	1,372	88.3

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Table 12d. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 7, by Ethnicity and LEA
Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**98,178**	**73.2**	**1,497**	**62.6**	**1,599**	**82.4**	**28,589**	**59.3**	**3,172**	**63.6**	**1,822**	**75.1**	**60,852**	**80.3**
Northeast Region	**6,882**	**62.9**	**50**	**68.0**	**30**	**86.7**	**3,515**	**51.4**	**90**	**47.8**	**65**	**67.7**	**3,089**	**76.0**
Beaufort	580	70.3	0	•	1	•	238	60.1	7	71.4	6	66.7	324	78.1
Bertie	283	51.2	2	•	1	•	231	46.8	0	•	1	•	48	72.9
Camden	101	71.3	1	•	0	•	20	55.0	0	•	2	•	78	76.9
Edenton/Chowan	190	71.1	1	•	2	•	87	55.2	1	•	5	100.0	94	83.0
Currituck	273	76.6	2	•	1	•	27	81.5	7	85.7	4	•	231	76.2
Dare	406	88.7	2	•	1	•	13	76.9	5	100.0	5	80.0	376	89.1
Edgecombe	624	48.2	0	•	0	•	375	40.5	18	22.2	4	•	225	62.7
Gates	157	69.4	0	•	0	•	55	67.3	0	•	2	•	98	70.4
Halifax	439	58.1	23	69.6	0	•	390	57.4	1	•	1	•	24	62.5
Roanoke Rapids City	221	68.3	2	•	4	•	44	52.3	1	•	1	•	167	71.9
Weldon City	88	70.5	0	•	0	•	84	72.6	0	•	1	•	2	•
Hertford	297	46.1	8	37.5	0	•	227	44.9	3	•	5	40.0	52	55.8
Hyde	47	57.4	0	•	1	•	18	44.4	0	•	1	•	27	63.0
Martin	373	47.5	2	•	0	•	222	36.0	4	•	2	•	142	66.2
Northampton	277	66.1	1	•	0	•	221	61.1	3	•	2	•	50	86.0
Elizabeth City/Pasquotank	527	61.1	0	•	3	•	262	50.0	4	•	3	•	247	72.1
Perquimans	167	72.5	0	•	0	•	74	62.2	2	•	1	•	89	80.9
Pitt	1,580	64.8	5	60.0	16	100.0	748	51.2	31	45.2	17	76.5	749	78.2
Tyrrell	57	59.6	0	•	0	•	28	50.0	2	•	0	•	26	76.9
Washington	195	49.7	1	•	0	•	151	45.7	1	•	2	•	40	65.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

Table 12e. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 7, by Ethnicity and LEA
Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**98,178**	**73.2**	**1,497**	**62.6**	**1,599**	**82.4**	**28,589**	**59.3**	**3,172**	**63.6**	**1,822**	**75.1**	**60,852**	**80.3**
Southeast Region	**17,244**	**71.3**	**909**	**62.8**	**117**	**87.2**	**6,017**	**62.5**	**574**	**68.1**	**462**	**78.6**	**9,015**	**77.8**
Bladen	449	59.2	10	50.0	2	*	219	53.0	11	45.5	3	*	203	67.5
Brunswick	727	68.6	10	50.0	2	*	159	58.5	14	64.3	17	64.7	520	72.3
Carteret	657	79.5	2	*	3	*	64	60.9	6	66.7	9	77.8	570	81.6
Columbus	529	60.9	29	48.3	1	*	198	51.5	11	36.4	8	62.5	281	69.8
Whiteville City	215	75.3	2	*	0	*	80	62.5	3	*	4	*	125	84.0
Craven	1,079	70.3	7	85.7	9	88.9	360	55.8	22	68.2	20	90.0	648	77.3
Cumberland	3,895	76.7	87	62.1	46	97.8	1,685	71.0	195	82.1	175	80.0	1,649	82.0
Alpha Academy**	20	45.0	0	*	0	*	9	33.3	0	*	5	60.0	6	50.0
Duplin	621	76.7	0	*	0	*	209	70.3	70	67.1	6	83.3	336	82.4
Greene	205	55.1	1	*	0	*	102	46.1	14	42.9	2	*	85	67.1
Jones	104	82.7	0	*	0	*	64	84.4	2	*	1	*	36	77.8
Lenoir	724	62.2	1	*	2	*	363	49.6	20	60.0	9	88.9	322	76.1
New Hanover	1,682	73.9	6	66.7	11	81.8	487	60.2	14	50.0	36	72.2	1,112	80.3
Onslow	1,641	72.9	18	55.6	29	89.7	388	66.0	52	63.5	100	83.0	1,037	74.8
Pamlico	122	74.6	1	*	1	*	47	70.2	0	*	0	*	73	76.7
Arapahoe**	45	53.3	0	*	0	*	9	22.2	0	*	0	*	36	61.1
Pender	534	74.5	3	*	1	*	152	61.2	11	72.7	3	*	359	80.8
Robeson	1,636	63.6	691	64.0	2	*	487	57.5	28	35.7	23	65.2	392	73.5
CIS Academy**	28	46.4	21	42.9	0	*	3	*	0	*	0	*	4	*
Sampson	630	62.2	11	72.7	2	*	182	53.3	37	51.4	6	50.0	391	67.0
Clinton City	205	75.6	4	*	1	*	113	67.3	5	80.0	2	*	79	86.1
Wayne	1,496	73.3	5	60.0	5	100.0	637	62.8	59	72.9	33	84.8	751	81.5

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
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Table 12f. North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 7, by Ethnicity and LEA
Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**98,178**	**73.2**	**1,497**	**62.6**	**1,599**	**82.4**	**28,589**	**59.3**	**3,172**	**63.6**	**1,822**	**75.1**	**60,852**	**80.3**
Central Region	**29,869**	**71.7**	**142**	**58.5**	**601**	**84.2**	**9,796**	**57.8**	**1,131**	**59.2**	**664**	**70.5**	**17,316**	**80.1**
Alamance-Burlington	1,636	73.1	10	70.0	21	76.2	440	58.9	84	54.8	31	58.1	1,041	81.1
Lakeside School**	1	*	0	*	0	*	1	*	0	*	0	*	0	*
River Mill Charter**	20	35.0	1	*	0	*	1	*	0	*	0	*	18	33.3
Caswell	272	80.5	0	*	0	*	108	74.1	4	*	7	57.1	151	86.8
Chatham	604	78.1	1	*	7	85.7	140	60.7	44	77.3	18	83.3	390	84.1
Chatham Charter**	17	82.4	1	*	0	*	3	*	0	*	0	*	13	92.3
Woods Charter**	12	25.0	0	*	0	*	0	*	0	*	0	*	12	25.0
Durham	2,159	61.8	3	*	38	81.6	1,258	54.1	90	47.8	60	63.3	698	76.2
Carter Community**	18	16.7	0	*	0	*	17	17.6	0	*	1	*	0	*
Kestrel Heights**	34	47.1	1	*	0	*	15	46.7	1	*	1	*	16	56.3
Success Academy**	8	0.0	0	*	0	*	8	0.0	0	*	0	*	0	*
Omuteko Gwamazima**	11	9.1	0	*	0	*	11	9.1	0	*	0	*	0	*
Franklin	621	60.7	2	*	2	*	234	46.6	19	57.9	7	71.4	355	69.9
Granville	610	76.2	0	*	1	*	239	66.9	15	66.7	13	69.2	335	83.9
Guilford	4,756	71.1	30	53.3	164	75.0	1,834	59.3	116	58.6	124	79.8	2,461	80.0
Imani Institute**	47	57.4	0	*	0	*	41	61.0	0	*	5	40.0	1	*
Harnett	1,288	67.1	13	38.5	3	*	367	55.9	65	60.0	34	64.7	798	73.4
Johnston	1,588	70.1	8	62.5	4	*	323	61.0	100	57.0	27	66.7	1,116	74.0
Lee	708	60.9	1	*	7	85.7	193	48.7	93	45.2	13	69.2	399	70.2
Provisions Academy**	15	40.0	0	*	0	*	7	0.0	1	*	2	*	5	60.0
Nash-Rocky Mount	1,317	71.8	6	33.3	10	70.0	701	60.6	26	76.9	20	75.0	546	86.4
Rocky Mt. Charter Public**	57	56.1	1	*	0	*	38	52.6	0	*	1	*	15	60.0
Orange	477	73.2	2	*	4	*	108	52.8	12	58.3	6	83.3	344	79.7
Orange Co. Charter**	16	31.3	0	*	2	*	0	*	0	*	1	*	13	30.8
Chapel Hill-Carrboro City	754	89.9	2	*	58	94.8	105	69.5	25	80.0	19	89.5	530	94.2
Village Charter**	10	50.0	0	*	0	*	4	*	1	*	0	*	4	*
Person	468	73.5	3	*	1	*	163	62.6	7	42.9	10	50.0	281	81.1
Randolph	1,340	68.2	9	55.6	6	100.0	55	60.0	64	64.1	19	52.6	1,187	69.0
Asheboro City	330	74.8	2	*	5	100.0	46	54.3	45	62.2	6	83.3	202	81.2
Rockingham	1,144	71.2	8	62.5	3	*	254	66.1	28	75.0	20	75.0	826	80.8
Bethany Community**	21	42.9	0	*	0	*	0	*	0	*	0	*	21	42.9
Vance	559	48.7	4	*	1	*	379	43.0	17	58.8	11	45.5	147	62.6
Vance Charter**	42	59.5	0	*	1	*	8	100.0	0	*	0	*	33	48.5
Wake	7,529	77.6	24	83.3	258	88.8	1,962	60.1	232	60.3	163	72.1	4,799	85.3
Exploris**	56	96.4	0	*	0	*	10	100.0	3	*	0	*	43	95.3
Magellan**	64	100.0	0	*	1	*	3	*	2	*	1	*	57	100.0

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
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**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
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Table 12 . North Carolina Testing Program, Annual Writing Assessment, 2000-01
Percent of Students at or above 2.5, Grade 7, by Ethnicity and LEA

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**98,178**	**73.2**	**1,497**	**62.6**	**1,599**	**82.4**	**28,589**	**59.3**	**3,172**	**63.6**	**1,822**	**75.1**	**60,852**	**80.3**
Sterling Montessori**	12	83.3	0	*	2	*	0	*	1	*	0	*	9	88.9
Franklin Academy**	44	75.0	1	*	1	*	1	*	0	*	1	*	39	76.9
East Wake Academy**	31	54.8	0	*	0	*	12	25.0	1	*	0	*	18	72.2
SPARC Academy**	31	41.9	0	*	0	*	30	43.3	0	*	1	*	0	*
Quest Academy**	12	100.0	0	*	0	*	0	*	0	*	0	*	12	100.0
Warren	248	44.8	9	55.6	0	*	194	43.8	1	*	4	*	40	47.5
Wilson	857	70.2	0	*	1	*	461	63.6	32	53.1	17	70.6	341	81.2
S.B. Howard**	25	24.0	0	*	0	*	22	27.3	2	*	1	*	0	*

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
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Part II

North Carolina Test of English II

Grade 10

North Carolina
2000-01 English II Report of Student Performance
Grade 10

Overview

- The English II Assessment of Writing, an end-of-course test, is a component of the North Carolina Statewide Testing Program. It is a state-mandated assessment of student performance in writing at grade 10 that focuses on world literature other than British or American.

- The North Carolina Assessment of English II was administered statewide in Summer 2000, November 2000 and March 2001. This is the tenth year the English II assessment has been given to all English II students. Student essays are scored on a six-point scale for content and a three-point, four-domain scale for conventions. A standard of 3.0 for English II (Level III or above) was adopted by the State Board of Education in September 1997.

Findings

- Student performance in English II decreased slightly this year when compared to student performance in 1999-00. There was variation in student performance in English II among schools and school districts.

- Statewide student performance in English II decreased by 4.1 percentage points when compared to the previous year. In 2000-01 approximately 53.9 percent of all students who took the test achieved a score of 3.0 (the standard) or greater. In 1999-00, 58.0 percent of the students who took the test achieved a score of 3.0 or greater.

- Higher percentages of female students than male students received the top writing scores.

- Generally, a greater percentage of White students (60.6%) received higher English II scores followed by the percentage of Asian students (58.6%), Multi-racial students (54.3%), Other students (53.0%), Hispanic students (46.1%), Black students (39.1%), and American Indian students (38.5%).

- While North Carolina schools continue to work diligently preparing all students to meet more rigorous standards in the basic academic areas, in writing there is variation in performance among students, classrooms, schools, and ethnic groups.

- Our continuing challenge is to emphasize and focus more on communication skills in the classroom. Whether oral, visual, or written, effective communication skills are the result of active learning and frequent use of higher level thinking skills. The State Board of Education has reaffirmed its belief that writing is a basic skill that must continue to be

emphasized in every classroom by including the assessment of writing as a

component of the ABCs Accountability Program.

- Providing students with a solid educational foundation in writing and communication skills ensures that they are better prepared to become successful and competitive in the global marketplace of the twenty-first century.
- *Table 2 on page 79 depicts percentages of students in the state scoring at or above the current accountability reference point of 3.0. A disaggregation by ethnicity and gender is also provided.*

What is the English II Essay Assessment?

- The North Carolina Test of English II, a component of the North Carolina Statewide Testing Program, is a state-mandated assessment of student performance in writing at grade 10.
- The English II writing assessment was added to the North Carolina Testing Program in 1991-92 to place a greater emphasis on writing statewide. The revised North Carolina *Standard Course of Study (SCS)* emphasizes writing as a basic skill that can be improved with appropriate emphasis. The measurement of writing ensures that ample time and resources are allotted for the development of the writing process in the classroom.
- The purposes of the English II test are to assess mastery of the writing curriculum, to assess the application of grammatical skills, and to assess achievement of literary analysis. All students enrolled in English II are required to respond to an expository, literature-based prompt for their writing task.

How is the English II Essay administered?

- On the day of testing, the teacher removes from a sealed envelope individual copies of a writing prompt. The writing prompt provides instructions that set forth the task. Each student has 100 minutes to write a composition in response to the prompt. Scheduled extended time may be allotted to students with special needs or students with limited language proficiency, if appropriate.

How are scores reported?

- Each year students' scored compositions, student and classroom scores, and scoring guides are returned to English II teachers several weeks after scoring. Teachers are encouraged to use the scoring guides along with the student essays to acquire a better understanding of the scoring criteria and to interpret scores for students and parents. Teachers receive a class roster with focused holistic scores as well as analytic scores for conventions for each student.
- Each year summary scores are returned to all schools and school systems in the state.

How are the compositions scored?

- Each student composition is scored by two independent readers. The composition is assigned a 1- 6 or Non-Scorable score by each reader. For an essay where the two scores are discrepant by a single score point, a mid-point score is assigned to the student's composition. For example, a student may receive 2.5, 3.5, 4.5, etc. as a score.

There were 86,034 English II public school student papers which were scored by two readers and re-scored by the scoring director if the readers differed by more than one point on the six-point scale. The agreement rate of the readers is shown below in Table 1.

Table 1

English II Reader Agreement Status Across Administrations

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
86,034	76.4	23.4	0.1

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

- The assigned score point reflects each student's performance with respect to a set of criteria for each score point (focused holistic scoring). The score points define the student's command of the mode of writing required. The quality of each composition, regardless of mode, is determined by considering the following characteristics: (1) main idea, (2) supportive details, (3) organization, and (4) coherence. A focused holistic score is assigned to each student's paper based on these four characteristics.
- A second, independent evaluation assesses every student's performance in each of the following four areas of conventions: sentence formation, usage, mechanics, and spelling. An analytic score is assigned and reported for each of the four areas.
- Every year the same scoring criteria and score point scale or standards are used as were used in previous years. However, the scoring guides are tailored to fit a particular prompt and the anchor papers (i.e., papers used to exemplify score point standards) are selected to correspond to the prompt administered for a given year.

Results of the English II Essay Test

- For the March English II Assessment, students were asked to write a well-organized composition in response to the following prompt:

  In many works of literature, the action, mood, or setting contributes to the establishment of a central theme (message or main idea). From the novels, short stories, full-length plays, poems, biographies, and autobiographies you have read, choose one work and identify its central theme. Explain how the action, mood or setting contributes to the establishment of a central theme, and explain the effect of the action, mood, or setting on the overall work. The work you choose must be from world literature other than British (England, Ireland, and Wales) literature. Give the title and, if you remember, the author of the work.

  - For the 2000-01 school year across all cycles, readers scored 86,034 public school essays for English II. The scores show that 53.9 percent of the students wrote well enough to score at or above 3.0. This represents a decrease of 4.1 percentage points from the 58.0 percent who achieved this level in 1999-00. 0.0 percent of the students received the highest scores of 5.5 and 6.0, and 6.6 percent received the scores of 1.0 and 1.5. 0.9 percent of the papers were blank, unreadable, or off-topic in comparison to 1.3 percent in 1999-00.

  - The convention score is an analytic score reported in four areas: sentence formation, usage, mechanics, and spelling. The scale within each area is a 3-point scale with a score of 3 being a paper containing one or two minor errors in a particular area. In sentence formation, 45.7 percent scored a 3 (a decrease from 46.6 percent in 1999-00) while 11.5 percent were rated a score of 1 (an increase from 11.0 percent in 1999-00). In usage, 3.0 percent of students earned a 3 (a decrease from 10.2 percent in 1999-00) while 42.7 percent received a 1 (a decrease from 43.1 percent in 1999-00). In mechanics, 23.0 percent had a score of 3 and 20.3 percent had a score of 1 as compared to 1999-00 with 23.1 percent and 21.3 percent respectively. Also, 20.2 percent received a score of 3 in spelling (19.8 percent in 1999-00), and 29.4 percent obtained a score of 1 (29.7 percent in 1999-00) (See Figure 3, page 82).

Performance of subgroups

- **Gender.** Approximately 60.7 percent of the female students scored at or above 3.0 compared to 47.3 percent for male students.

- **Ethnicity.** About 60.6 percent of the White students scored at or above 3.0 compared to 58.6 percent for Asian students, 54.3 percent for Multi-racial students, 53.0 percent for Other students, 46.1 percent for Hispanic students, 39.1 percent for Black students, and 38.5 percent for American Indian students.

- *Table 2 on page 79 shows the percentages of students at or above 3.0 for each subgroup (see also Figure 4, page 84).*

- *Table 3 on page 83 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.*

Assessment observations

- English II scores decreased slightly compared to student performance in 1999-00. The trends of excessive plot summary used as elaboration and a lack of analysis where required continued. When attempting to elaborate on a point taken, students must be selective on the specific details chosen. The main idea, or focus, of the composition may be lost if the student lapses into plot summary in an attempt to elaborate. The use of selective, specific, relevant details presented clearly causes support to be sufficient, not the amount of information presented. The analysis required in the composition is most important when dealing with the third aspect of the prompt, or overall effect on the work. Students have difficulty going beyond a cursory, surface analysis ("if this did not happen, the novel would not be what it is.").

2000-01

North Carolina

English II

Writing Assessment

State-Level Summary Statistics

The following charts provide state-level summary statistics. The number tested in English II, the percentage of students scoring at each of the focused holistic score point values, and the percentage of students scoring at or above 3.0 are provided for all categories of students. In addition, the percentage of students achieving the score points in sentence formation, usage, mechanics, and spelling are graphically depicted.

Table 2. North Carolina Testing Program
Annual English II Assessment, 1996-97 to 2000-01
Percent of Students at or above the Standard of 3.0

Group	Percent of Students					English II (Grade 10)				
	1996-97	1997-98	1998-99	1999-00	2000-01	1996-97	1997-98	1998-99	1999-00	2000-01
Number Tested	100.0%	100.0%	100.0%	100.0%	100.0%	79,662	81,260	81,563	82,418	86,034
						Percent At or Above 3.0				
All Students	100.0%	100.0%	100.0%	100.0%	100.0%	49.7%	46.0%	56.8%	58.0%	53.9%
Gender										
Female	50.0%	50.3%	50.0%	49.9%	49.4%	56.7%	52.6%	63.3%	65.0%	60.7%
Male	50.0%	49.8%	50.0%	50.1%	49.4%	43.0%	39.3%	50.4%	51.1%	47.3%
Ethnicity										
American Indian	1.6%	1.5%	1.6%	1.5%	1.4%	30.1%	30.0%	41.1%	44.6%	38.5%
Asian	1.4%	1.6%	1.7%	1.9%	1.8%	57.3%	51.9%	59.1%	58.6%	58.6%
Black	28.1%	27.7%	27.6%	26.6%	26.4%	33.1%	29.1%	38.8%	41.3%	39.1%
Hispanic	1.5%	1.7%	1.8%	2.2%	2.5%	42.0%	37.7%	47.3%	50.4%	46.1%
Multi-racial	1.4%	1.5%	1.4%	1.5%	1.6%	53.4%	46.5%	55.5%	57.2%	54.3%
White	64.9%	64.8%	64.9%	65.4%	64.2%	57.4%	53.7%	65.2%	65.5%	60.6%
Other	1.1%	1.2%	1.0%	0.9%	0.9%	53.9%	43.5%	54.9%	52.6%	53.0%

Notes: The Accountability Standard formula is the percent of students scoring at or above 3.0 (i.e., the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested). Due to rounding, some categories may not sum to 100%.
Percent of students is based on the number of students taking English II.
2000-01 Report of Student Performance in Writing

Figure 1. North Carolina Testing Program
Annual English II Assessment, 1996-97 to 2000-01
Distribution of Expository Writing Scores
Grade 10

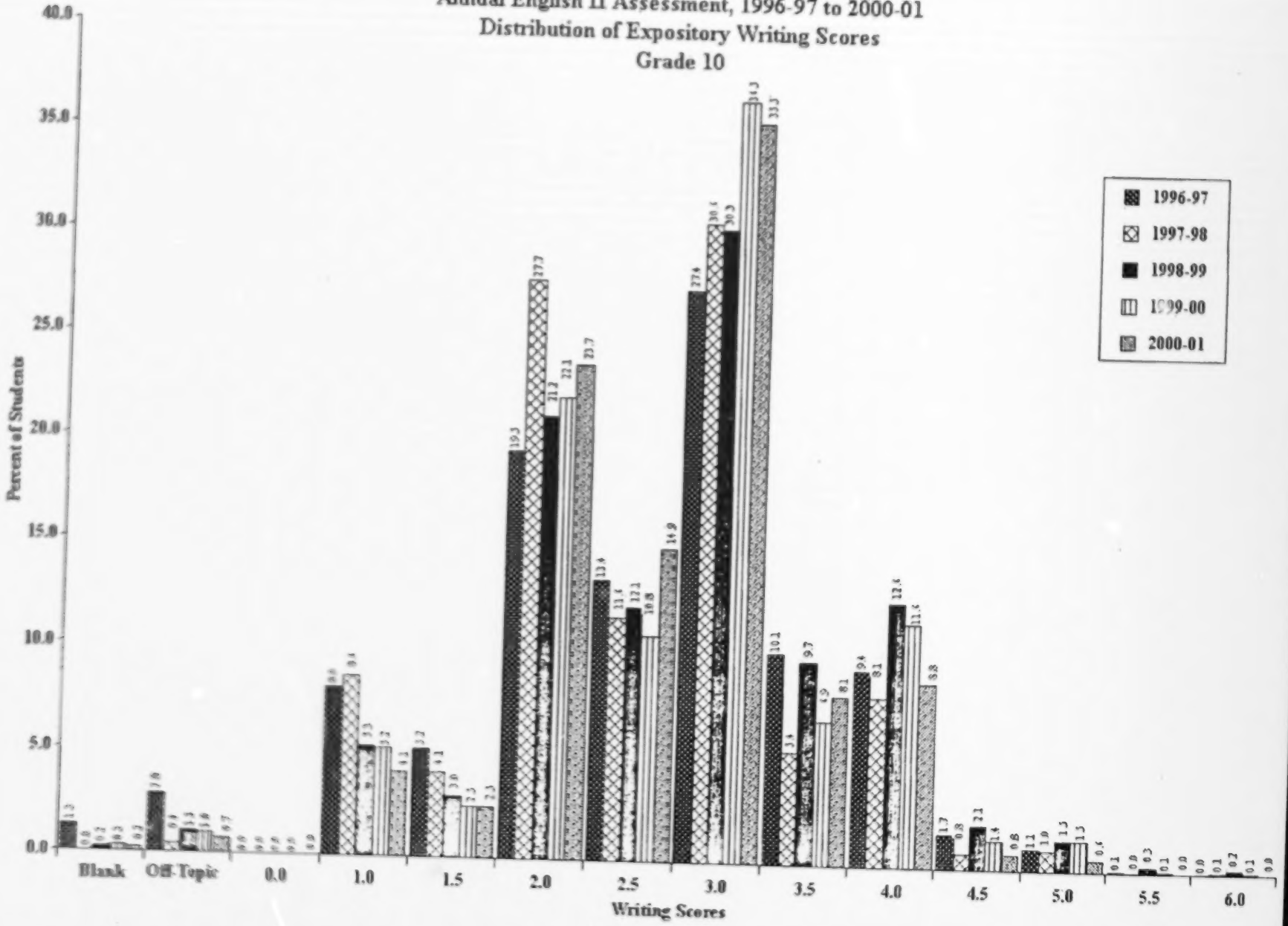
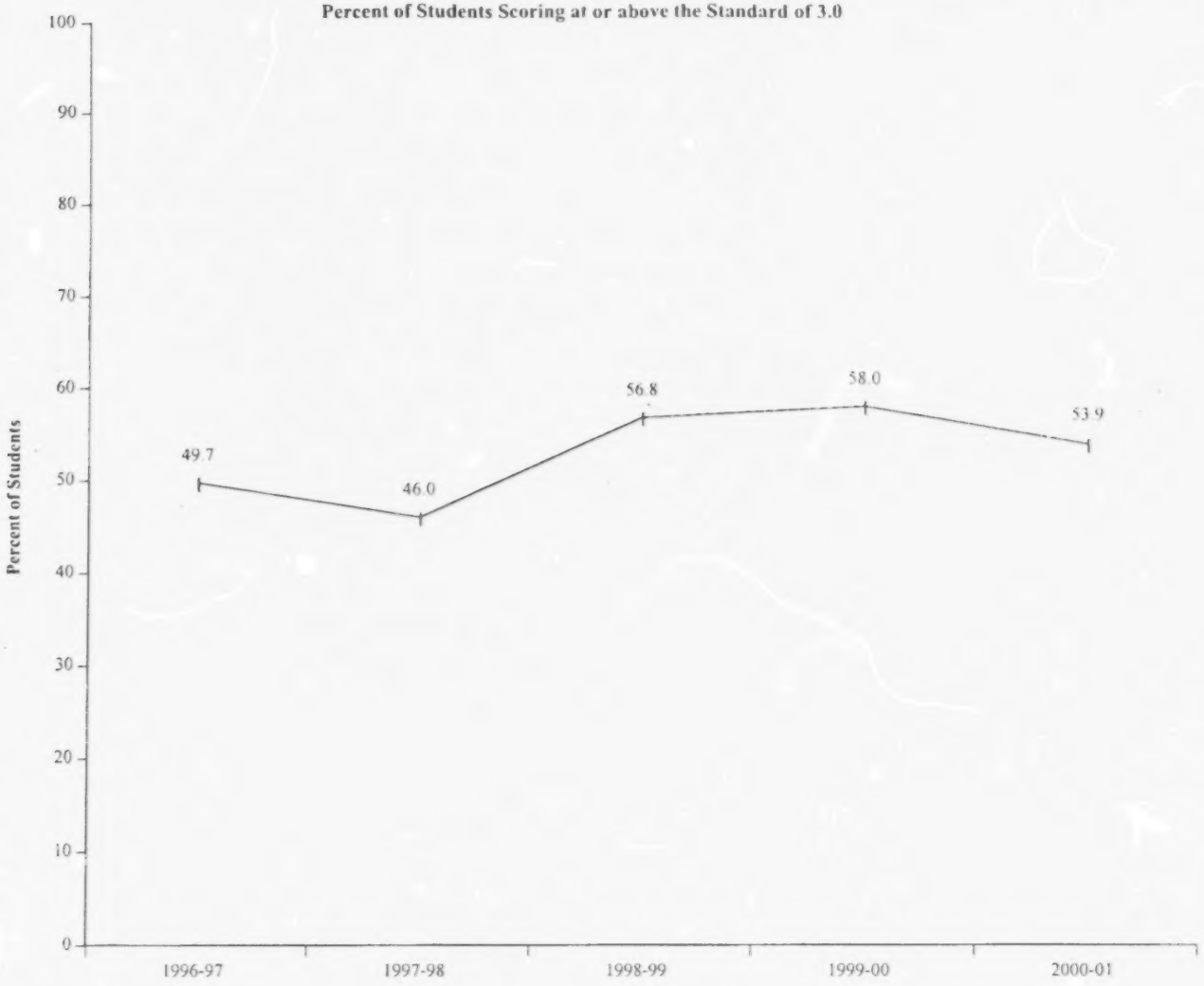
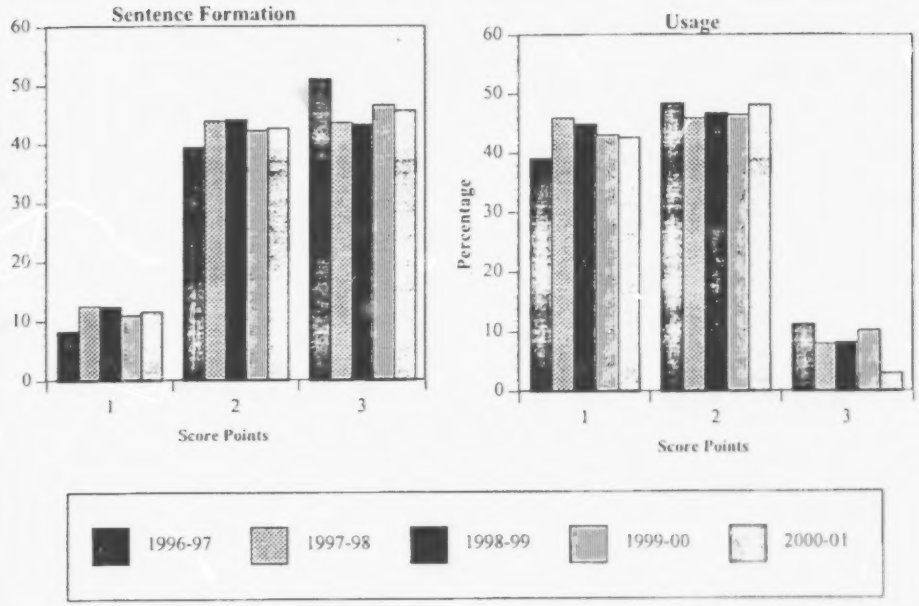
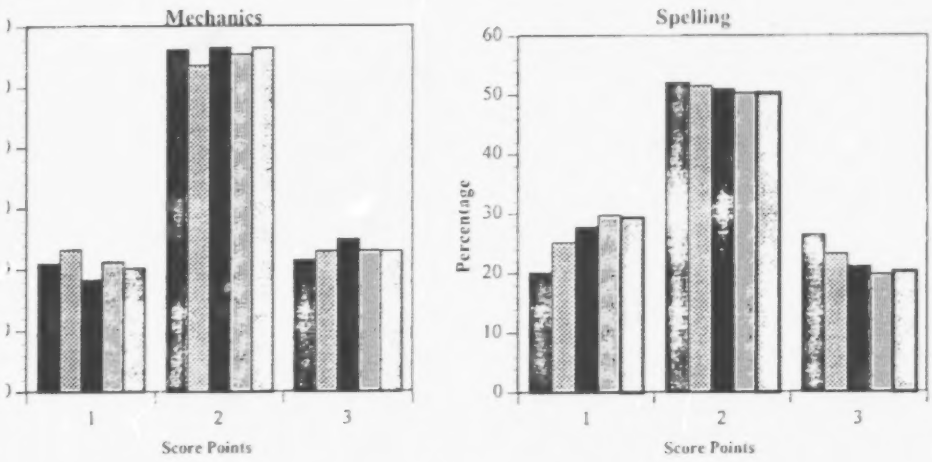


Figure 2. North Carolina Testing Program
Annual English II Assessment, 1996-97 to 2000-01
Percent of Students Scoring at or above the Standard of 3.0



Annual English II Assessment, 1996-97 to 2000-01
Analytics
Percent Scoring at Each Score Point





82

Table 3. North Carolina Testing Program
Annual English II Assessment, 2000-01
State Scores of Students with Special Needs

ENGLISH II	NUMBER TESTED	PERCENT[1]	PERCENT AT OR ABOVE 3.0	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE												
				6.0	5.5	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.0	NS
All Students	86,034	100.0	53.9	0.0	0.0	0.6	0.8	8.8	8.1	35.5	14.9	2.0	1.5	1.0	0.0	NS
Not Exceptional	69,243	82.2	53.3	0.0	0.0	0.4	0.6	7.5	7.6	37.1	16.1	24.6	2.4	3.1	0.0	0.5
Academically Gifted	8,591	10.5	87.8	0.2	0.2	2.4	3.4	25.7	17.3	38.6	6.9	5.0	0.1	0.2	0.0	0.0
Students with Disabilities	6,630	7.8	18.9	0.0	0.0	0.1	0.0	1.4	1.8	15.6	12.1	37..3	7.0	19.4	0.0	5.3
Behaviorally-Emotionally Disabled	503	0.6	11.5	0.0	0.0	0.0	0.0	0.2	1.4	9.9	8.7	30.8	6.6	27.4	0.0	14.9
Hearing Impaired	93	0.1	22.6	0.0	0.0	0.0	0.0	3.2	2.2	17.2	15.1	35.5	5.4	18.3	0.0	3.2
Educable Mentally Disabled	685	0.8	5.0	0.0	0.0	0.0	0.0	0.4	0.3	4.2	6.4	26.0	10.4	39.1	0.0	13.1
Specific Learning Disabled	4,418	5.2	20.5	0.0	0.0	0.1	0.0	1.3	1.8	17.2	12.7	39.9	7.1	16.6	0.0	3.3
Speech-Language Impaired	80	0.1	17.5	0.0	0.0	0.0	0.0	6.3	0.0	11.3	13.8	42.5	8.8	13.8	0.0	3.8
Visually Impaired	33	0.0	48.5	0.0	0.0	0.0	3.0	15.2	3.0	27.3	9.1	30.3	3.0	9.1	0.0	0.0
Other Health Impaired	708	0.8	26.0	0.0	0.0	0.0	0.0	2.7	3.5	19.8	14.4	36.6	4.7	13.8	0.0	4.5
Orthopedically Impaired	43	0.1	25.6	0.0	0.0	0.0	0.0	0.0	4.7	20.9	20.9	37.2	2.3	14.0	0.0	0.0
Traumatic Brain Injured	19	0.0	10.5	0.0	0.0	0.0	0.0	0.0	0.0	10.5	26.3	47.4	0.0	15.8	0.0	0.0
Autistic	36	0.0	16.7	0.0	0.0	0.0	0.0	0.0	2.8	13.9	11.1	44.4	2.8	13.9	0.0	11.1
Severe/Profound Mentally Disabled	0	0.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Multihandicapped	7	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	14.3	14.3	14.3	14.3	28.6	0.0	14.3
Deaf-Blind	1	0.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	4	0.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Section 504	544	0.6	38.9	0.0	0.0	0.2	0.6	6.0	5.0	27.2	15.4	31.6	4.9	7.5	0.0	1.7
Limited English Proficient	618	0.7	23.3	0.0	0.0	0.1	0.0	2.3	2.8	18.0	14.4	35.8	6.4	16.3	0.0	3.8
Not Served by Title I	82,097	95.4	54.5	0.0	0.0	0.6	0.8	9.0	8.2	35.8	14.9	23.5	2.4	3.9	0.0	0.8
Schoolwide Title I Program	1,857	2.2	37.4	0.0	0.0	0.1	0.2	4.3	4.3	28.5	14.1	29.7	5.3	10.7	0.0	2.8
Targeted Assistance	21	0.0	9.5	0.0	0.0	0.0	0.0	0.0	0.0	9.5	9.5	33.3	4.8	28.6	0.0	14.3
Migrant	159	0.2	32.1	0.0	0.0	0.0	6.0	3.1	2.5	25.8	13.8	34.6	5.0	12.6	0.0	1.9

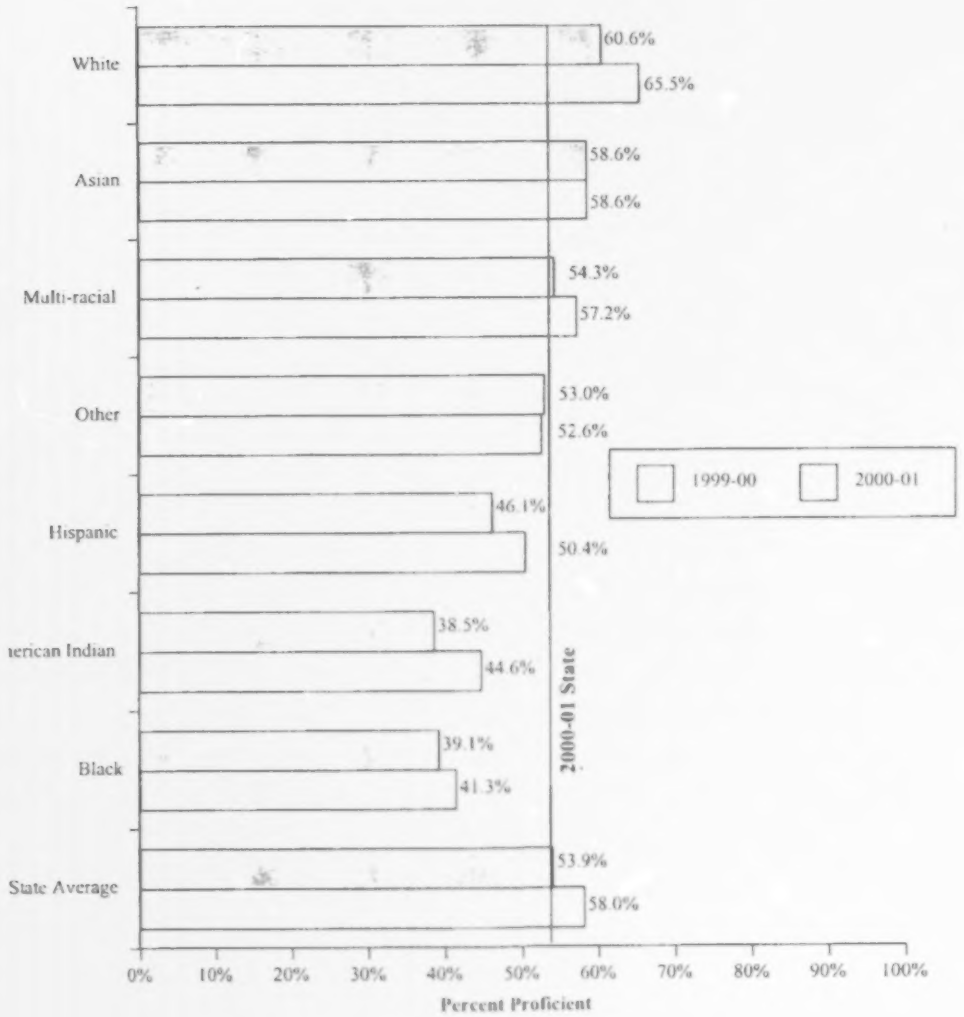
Notes. *No scores are reported for groups with fewer than five students.

[1]Percent for "Not Exceptional" through "Trainable Mentally Disabled" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

The exceptional categories may not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional. Students may have more than one disability but are only listed one time in the "Students with Disabilities" section.

2000-01 Report of Student Performance in Writing

Figure 4. North Carolina Testing Program
Annual English II Assessment, 1999-00 to 2000-01
Percent of Students Scoring at or above the Standard of 3.0
by Ethnicity



84

2000-01

North Carolina

English II

Writing Assessment

Copies of the English II Sample Student Responses

The following pages provide copies of sample student responses from English II. The score point for each response and an annotation explaining the score are provided on each composition.

Expository Composition Focused Holistic Score Scale

Score Point 6 - The response exhibits a strong command of expository writing. It is focused and has a fluent, clear progression of ideas and evenness of development. There are strengths in all four criteria. The writer provides specific, relevant details to support ideas. These papers exhibit a strong command of an expository writing strategy. The writer clearly develops all parts of the prompt and uses an appropriate and highly effective approach (i.e., tone, point of view, originality). An appropriate sense of audience exists. Sentence structure is varied and effective, and word choice demonstrates the ability to use a large vocabulary skillfully. The literary work referred to must be from world literature (other than American or British literature). There is a sense of overall completeness.

Score Point 5 - The response is focused, progresses logically, and exhibits a command of expository writing. There are strengths in all four criteria. There is no break in progression. The writer uses specific details and clearly links events and relationships. A few minor flaws in coherence may be present. The writer addresses all aspects of the prompt and uses effective vocabulary and sentence structure. The literary work referred to must be from world literature (other than American or British literature). An appropriate sense of audience exists. There is a sense of overall completeness.

Score Point 4 - The response is focused and establishes progression of ideas and events although minor lapses in focus and progression may be present. The papers have elaboration and support in the form of specific details. Papers scored "4" have an organizational pattern, but minor flaws may exist. They may have minor weaknesses in coherence. The writer clearly addresses the topic and supports it, but some aspect of the prompt may be missing. The literary work referred to must be from world literature (other than American or British literature). In some responses, a sense of audience may exist.

Score Point 3 - These responses exhibit some progression of ideas and events and provide some elaboration and support. The elaboration may be flawed, but it has relevance to the requirements of the prompt. Papers scored "3" have a generally organized pattern but contain minor flaws. The papers are generally coherent, although minor weaknesses in coherence may be present. These papers are focused on the prompt; some may not address all aspects of the prompt. Some papers may tend to summarize at times or have a list-like quality, but they should have concrete, supporting details.

Score Point 2 – There is evidence that the writer has seen the prompt and responded to it, although the response may be unclear. Some responses may have little or no sense of connection between a controlling idea and supporting details relevant to development. Other responses may have a sense of focus but may lose it. Some "2" responses may be extended lists or lists with some extension. The writer has some sense of organization, but the composition may be too sparse for a higher score point. Some of the compositions do not directly address all aspects of the prompt, and some lapse into summary.

Score Point 1 – There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic. The writer may attempt to support ideas, but there may be no sense of strategy or control. Many responses exhibit skeletal control but are too sparse to be scored higher than a "1". Some responses lack coherence and/or have an inappropriate strategy (i.e., pure summary, pure list).

Score Point 0 - This response addresses a literary work but is incorrect in its perception of the literary concept.

Non-Scorable - The response is off-topic, unreadable, or blank.

Conventions
Analytical Score Scale

Sentence Formation

Score Point 1: Exhibits weak control of sentence formation. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of sentence formation. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of sentence formation with only an occasional minor error.

Usage

Score Point 1: Exhibits weak control of usage. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of usage. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of verb usage, pronoun usage, and other usage with only an occasional minor error.

Mechanics

Score Point 1: Exhibits weak control of mechanics. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of mechanics. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of mechanics with only an occasional minor error.

Spelling

Score Point 1: Exhibits weak control of spelling. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of spelling. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of spelling with only an occasional error.

Write the final copy of your composition here.

The theme of Cerano de Bushesce was that Love can blossom from any thing. The theme was expressed by Cerano. He was a lover, fighter, poet, play wrighter, but his physical aperance was what set him aside from every one else. Cerano was afraid of no one he would never step down from any person that chalenged him. This overall helped him gain his one Loves heart by the end of the story, And proved Love is achevable by all most any means.

Score Point 1

The writer has selected *Cyrano De Bergerac* and attempts to respond to the prompt. However, this very sparse response simply identifies the theme and the few details offered are not relevant to the prompt.

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Write the final copy of your composition here.

In the world there are many different and complex factors that contribut to the theme of any random event. In many works of literature the action, mood, or setting contributes to the establishment of a central theme or Main Idea. The author of any literary work can change the central theme of his work at any time by simply changing the mood or setting.

In the Canadian novel After the War written by Carol Matas which has a theme of hopelessness. Ruth Mendenburg the Protagonist contributes to the central theme of hopelessness. Ruth has no hope of living because her family is dead. "Why did I live? she asked herself. Set in the 1940's in Poland were they were it already poverty stricken nobody had any hope, except for the Nazi who had hope to find some jews to kill.

The theme of no hope almost carried to the end of the novel Until Ruth and Zvi started to fall in love, which turned hopelessness into the hope of

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having a family again. Another thing that gave Ruth hope was findin out that someone in her family is still alive. Her brother Simon was happy to see her to.

The central theme of no hope allows the author to show the reader that there is not always hope. Sometime... people just lose all hope of living, thats why suicide rates are so high.

Score Point 2

The writer has chosen the novel *After the War* and identifies a theme of hopelessness. While there is an attempt to provide support, a clear connection is not established between the details presented and a controlling idea.

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Write the final copy of your composition here.

In many works of literature, the action contributes to the establishment of a central theme (message or main idea). The theme is an important element of a work. It shows through actions in the work, what message the author wanted to send to the reader. The theme is often revealed by actions and is emphasized by actions that occur after the theme is established. In Elie Wiesel's autobiography, Night, the archityple theme, war is a terrible tragic thing, is expressed through actions, and the actions effect the literary work overall.

War is a terrible tragic thing, the theme of Night, is expressed in the work through many actions that occur. It tells about the deaths of innocent people, and the way these men were tourmented and dehumanized by SS men. The men in these prison camps were scared for their lives day in and day out. Men would be thrown in an oven to their death because they were to skinny, or would give an officer his shoes. The work tells of a sad faced angel boy who was hanged in front of everyone at camp because he said a Jewish prayer. They made the men walk by the boy and look in to his little eyes. This displays how tragic war is by showing the innocent victims whose lives are taken during war. Also it tells of the way the men in these camps are dehumanized. Men were forced to run nude through the snow and lay almost on top of each other to sleep. Another way Wiesel shows the men being dehumanized is by taking their shoes, gold teeth or anything these men had worth anything. By doing all these cruel things to the men, it shows the tragedy

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of war.

The actions of a work have a great effect on the outcome of the overall work. Without some of the actions, the theme would not be displayed as well. The actions in Night make the reader realize how horrible conditions were during the war, and the tragedies it intailed. If these actions would not have taken place in the work, it may seem like it were missing an important element.

All in all, action is an important element of a literary work. The action reveals the the theme and continues to emphasize and express the theme. It also has a great effect on the overall work.

Score Point 3

The writer has selected *Night* and focuses on the theme that "war is a terrible tragic thing." The response contains some concrete details and is generally coherent and has some progression of ideas and events.

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Write the final copy of your composition here.

The absurdist point of view, the idea that all human life is insignificant when compared to the vast and infinate universe, is the main idea of Albert Camus' The Stranger. Camus illustrates this theme through several events in the novel and, in a far more subtle way, through the settings at which these events take place.

By far the easiest scene in the book, and undoubtedly one of the most important, is the scene during which the main character, who is never named, murders a young Puerto Rican man. The murder is completely ludicris because he had no reason to murder him; he did not even realize that he had at first. This murder, which ultimately destroys him by bringing him the death penalty, takes place on a bright, sunny afternoon on a beach. When, at the closing of the novel, the main charater is soon to be electricuted, he comes to the conclusion that his death does not matter because he is far too insignificant for his absence to effect anything. While he is coming to this conclusion, a priest is in his cell trying to convert him to Christianity from his current unknown denomination. However, he tells the priest time and time again to leave, because his preaching was not even being heard.

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On the day of the Puerto Rican man's death, the darkest day in his life and the beginning of the main character's end, the sun is shinning and the beach is warm and pleasant. By creating this setting, Camus was making the point that both the death of the Puerto Rican and the main character did not in any way effect the rest of the world, which went on functioning like normally. But the main character's world ceased to exist, and, as he sits in his cell awaiting execution he accepts this, understanding that he is of little importance. By having him ignore the priest, Camus was not showing the character to be a hater of Christianity, instead, he came across as simply hopeless, expressing that there is no use for hope in this world.

By adding certain settings to certain scenes, Camus creates a mood of uneasiness, forcing the reader to question certain petit aspects of his or her own life, and to question his or her significance against the weight of the universe. The reader need not share the absurdist point of view in order to appreciate the style with which Camus brings question and doubt into the mind of the reader.

Score Point 4

The writer has chosen *The Stranger* and uses specific details to support the idea that the author illustrates the novel's theme through the settings. The response establishes a progression of ideas and events and has elaboration and support in the form of specific details.

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Write the final copy of your composition here.

The night, like an eternal abyss of darkness, envelopes and captivates all in its spell. Like night, the central theme of a literary work does much of the same thing: fiction, mood, or setting can best be described as accomplices to the nucleus of a work. Each of these help contribute to the establishment of a main idea. In the literary work Night by Elie Wiesel, the action, mood or setting, like accomplices, assist the theme in the great theft of a reader's mind and imagination.

"War is a terrible, tragic thing", the central theme, seeps from every pore and crevice of Night. The action involved in this work helps to express the theme of this novelette. Moshe the Beadle, upon his return from a concentration camp, describes in sickening detail to Elie Wiesel, the protagonist, the tossing of mere babies into the air for target practice. The anguish is felt in every child's heart, older years when a young boy is forced to place his own father's withered corpse into the cremation, and watch it devour him in its hungry flames. The theme, like a slap in the face, is a rude awakening when Elie and his family arrive at Auschwitz. Immediately the Nazis begin the dehumanization of the Jews as if they have the right to play God themself. Perhaps the point when the theme of the tragedy of war is most palpable occurs when the "sad-faced angel" boy is hanged. The dying boy, murdered because of the immoral act he stumbled upon in a Nazi soldier's quarters, hangs suffering because his body weight is not enough to take his life right away. It is at this point that the Jews lose all hope, for if the Nazis will hang an innocent child what hope is left for them? The central theme

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conveys this loss of hope quite appropriately.

The setting of Night also helps express the theme of war's tragedy. Upon first seeing Auschwitz Elie remarks, "Never shall I forget that night that murdered my God and my faith forever." Entering the gate of the great concentration camp, the smell of burning flesh is apparent as the smoke from the crematories escapes into an endless black sky. The coldness of the surrounding Auschwitz vanishes as Elie approaches the ditches of fire, like pits of Hell, burning madly, waiting to devour him. "War is a terrible, tragic thing" is apparent in the evil setting of death at Auschwitz.

Without the assistance of action, mood, or setting the central theme would be a mere glimmer of a message. The action that the Nazis take, especially with the name calling and unjustified beatings, are very humbling to the reader. The theme grasps the reader in its stronghold, willing them to try and break free. The strife of the Jews and their confusing statistics strikes a chord of admiration and pity in the hearts of the readers. The carcass of Auschwitz and the immoral acts that take place there enrage and frighten the readers until the conclusion. Perhaps the most important effect is this, the theme delivers the message that this must never again be repeated. The future must never be allowed to forget.

All in all, action, mood, or setting help to convey the central theme in a literary work. They each express the main idea and effect the reader. In Night by Elie Wiesel the theme "War is a terrible, tragic thing" is proven in the annihilation of six million Jews

Score Point 5

The writer has based this response on *Night* and focuses on the theme "War is a terrible, tragic thing." There are strengths in all four criteria as the writer uses specific details from the text as support. Events and relationships are clearly linked, and there is a sense of overall completeness.

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NORMAL IS BORING. In recent years, this has become a catchphrase for advocates of nonconformity. However, in his novel Beneath the Wheel, Hermann Hesse proves that abnormal can also be boring. The central theme of this book deals with the harms of forcing conformity and the inevitable failure of promoting academics over individuality. This is established through a primary vehicle of setting, which in turn affects the rest of the novel by characterizing the protagonist and creating irony.

Hans, the book's protagonist, is nothing but a normal young boy. He is extremely intellectual, a gift that his teachers discover early and abuse by denying him the carefree pleasures of childhood to further expand his knowledge through instruction. This plan backfires, though, as Hans at first excels but then suffers a mental breakdown and is pulled of a prestigious academic institute. The author makes clear through this chilling example his message: by pushing Hans too hard, his teachers, in effect, denied Hans his potential. Because he was pulled into conformity of the world of academia and not allowed to be a boy, Hans's individuality and spirit were crushed, he suffered a nervous breakdown, and could no longer go to school. Thus, the author's message about the backlash caused by stifling personal growth is made clear: all too often, extreme pressure can work in precisely what was meant to be erased at all costs; in this case, intellectual failure.

This powerful theme is best conveyed to Hesse's readers by his use of setting. First, it allows a symbolic comparison between the good and evil the author presents. Individuality, what the author advocates, is made a tangible element through the setting of a forest and a river. Here, Hans can be himself without the pressures of school. He can relax and take one day for himself. It is only here that he is truly happy. Conformity, on the other hand, is brought into the physical world through the setting of Hans' school: grey, dreary, dull, and imposing. From this, the reader can clearly gather that Hesse wishes to express his disgust with the focus of academics on drills and not on personal spirit. Second, the reader clearly understands the author's other points with conformity. The fact that each setting within Hans individuality "scene" part of the book is set in the oppressive and imposing atmosphere of Hans's school the reader can see that the cold

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and prison-like air is what starts Hans on his downward spiral into suicide through denying his somewhat less-academically inclined nature. The theme of the novel is then evident Hans was a failure because he was not allowed to spend time in the forest and be himself but instead was forced into rigorous schooling, which oppressed his personality.

Because setting plays such a major role in establishing theme, it also has great impacts on the rest of the novel. First, the dual nature of the setting of the book - the forest as opposed to the prison school - characterizes Hans. Basically, he is shown to be free-spirited and nonconformist, because he clearly enjoys being in the woods, near the river, far away from all his privileged academy. Further, the fact that the iron nature of the setting of the school crushed Hans' spirit only makes clearer the fact that his sensitive personality was not suited to academic pressure, which proves to be his downfall. Second, the setting creates irony as it proves that embarking on the course of action Hans thought was most likely to carry him success - immersing himself in the dark depths of academia - only ish to sorrow and failure. It is in the place where he found the greatest joy - the forest - that Hans runs when the strain of school finally causes his grip of reality and causes a mental breakdown. It is also there that he finds his final release as Hans drowns himself in the river after the oppression of the school ruined him. Instead of realizing all of his hopes and dreams of becoming a professor, Hans ends up prematurely dead because he tries to advance his goals at the expense of his individuality. Setting then, again through creating irony, only emphasizes theme, as the author's message - only made more powerful and poignant because of the heightened sense of tragedy as readers feel when Hans finds peace through death instead of in the place of life. The end

In conclusion, setting can be used to crystallize because theme is used as a whole. In the struggle between these opposing forces - individuality and conformity, the river and the school - these choices are vivid. The yearning for the other, creating a conflict only resolved through his death. This defines Hans as a character on his own, and once again, establishes the author's message: conformity is not only boring - it kills.

Score Point 6

The writer has selected *Beneath the Wheel* and clearly focuses on "the harms of forcing conformity and the inevitable failure of promoting academics over individuality." The response has a strong progression of ideas and events, includes specific, relevant details, varied and effective sentence structures, and an effective vocabulary. There is a definite sense of overall completeness.

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2000-01

North Carolina

English II

Writing Assessment

Regional by LEA Performance

Tables 4, 5, and 6 provide the number of students tested, percentage of students achieving each of the focused holistic score points, and the percentage of students scoring at or above 3.0 for each of the LEAs by region (former six Technical Assistance Centers configurations). Performance by ethnicity is also provided for each LEA.

Table 4. North Carolina Testing Program, Annual English II Assessment, 2000-01, Percent of Students Scoring at or above 3.0, by LEA

State	Percent	2001 LEA Performance
	88	Chapel Hill-Carrboro City
	82	Woods Charter**
	80	Quest Academy**
	78	Thomas Jefferson**
	77	Clay
	76	Pender
	75	Raleigh Charter High**
	74	Polk
	73	Ashe
	72	Graham
	68	Haywood
	67	Elkin City, Gaston, Yancey
	66	Richmond, Transylvania
	65	Currituck, Mount Airy City
	64	Cherokee, Cumberland, New Hanover
	63	Newton Conover City, Wake
	62	Burke, Edenton/Chowan, Davie, Lee, Rockingham
	61	Alamance-Burlington, Stanly
	60	Buncombe, Mooresville City
	59	Henderson, Moore
2000 State	58	Camden, Franklin, Guilford, Person
1999 State	57	Brunswick, Duplin, Macon, Swain, Winston-Salem/Forsyth
	56	Dare, Jackson, Lincoln
	55	Carteret, Clinton City, Edgecombe, Kings Mountain, Shelby City, Watauga, Whiteville City
2001 State	54	Caldwell, Chatham, Harnett, Hickory City, Lexington City, Thomasville City
	53	Charlotte/Mecklenburg, Cleveland, Johnston, Lenoir, Martin, Perquimans, Union
	52	Cabarrus, Craven
	51	Mitchell, Orange, Pitt
1997 State	50	Caswell, Durham, Madison, Surry
1996 State	49	Asheville City, Davidson, Wayne
	48	Nash-Rocky Mount, Pamlico, Randolph, Scotland
	47	Granville, Rowan-Salisbury
1998 State	46	Asheboro City, Columbus, Elizabeth City/Pasquotank, Iredell-Statesville, Montgomery, Wilkes
	45	Bladen
	44	McDowell, Onslow, Stokes
	43	Avery, Catawba, Gates, Roanoke Rapids City, Rutherford
	41	Northampton, Sampson, Tyrrell
	40	Hoke, Wilson, Yadkins
1995 State	39	Alexander, Beaufort, Bertie, Kannapolis City
	36	River Mill Charter**
	35	Hertford
	34	Alleghany, New Century School**, Washington
1994 State	33	Greene, Robeson
	32	Halifax
	31	Anson
	30	Vance
1993 State	27	Jones
	25	Kestrel Heights**
	22	Warren
	21	Hyde, John H. Baker Charter**
	19	Lift Academy**, Weldon City
	11	Cape Lookout Marine**
	0	Kennedy Charter**, Laurinburg**, Laurinburg Homework**, Oma's Inc.**, Provisions Academy**, Wayne Academy**
	*	Crossnore Academy**, Lakeside School**, Omuteko Gwamaziima**

Notes: The percent of students scoring 3.0 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested, rounded to the nearest whole number.

*Data are not reported where number tested is fewer than five

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendi

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Table 5 a. North Carolina Testing Program
Annual English II Assessment, 2000-01
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Western Region

		PERCENTAGE														
	NUMBER TESTED	Off Topic	Blank	Unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**86,034**	**0.7**	**0.2**	**0.0**	**0.0**	**4.1**	**2.5**	**23.7**	**14.9**	**35.5**	**8.1**	**8.8**	**0.8**	**0.6**	**0.0**	**0.0**	**53.9**
Western Region	**6,639**	**0.4**	**0.1**	**0.0**	**0.0**	**2.6**	**2.0**	**21.6**	**15.4**	**38.5**	**9.0**	**8.9**	**1.0**	**0.5**	**0.1**	**0.0**	**57.9**
Buncombe	1,688	0.3	0.1	0.0	0.0	2.0	2.1	19.8	15.3	40.0	8.5	10.2	1.2	0.3	0.1	0.0	60.4
Asheville City	312	1.0	0.3	0.0	0.0	3.8	3.8	25.3	16.3	27.9	13.8	4.8	1.6	0.6	0.3	0.3	49.4
Cherokee	246	0.4	0.0	0.0	0.0	2.4	2.0	17.5	13.4	38.2	11.8	13.4	0.8	0.0	0.0	0.0	64.2
Clay	101	0.0	0.0	0.0	0.0	0.0	0.0	5.9	16.8	41.6	14.9	19.8	1.0	0.0	0.0	0.0	77.2
Graham	68	0.0	0.0	0.0	0.0	2.9	2.9	13.2	8.8	67.6	1.5	2.9	0.0	0.0	0.0	0.0	72.1
Haywood	536	0.2	0.0	0.0	0.0	2.1	1.7	14.2	14.4	40.7	12.5	12.1	1.3	0.9	0.0	0.0	67.5
Henderson	897	1.0	0.1	0.0	0.0	2.7	1.4	21.5	14.4	38.5	10.4	9.0	0.4	0.2	0.2	0.1	58.9
Jackson	273	0.4	0.4	0.0	0.0	0.7	1.1	25.6	16.1	34.8	9.5	8.8	1.5	1.1	0.0	0.0	55.7
Macon	315	0.0	0.0	0.0	0.0	6.0	4.1	19.7	13.3	37.1	5.7	10.8	2.5	0.6	0.0	0.0	56.8
Madison	174	0.0	0.0	0.0	0.0	4.0	3.4	23.6	19.0	39.7	0.6	8.6	0.0	1.1	0.0	0.0	50.0
McDowell	415	0.5	0.0	0.0	0.0	1.7	2.7	32.5	18.6	34.5	5.1	3.9	0.2	0.5	0.0	0.0	44.1
Mitchell	185	0.5	0.0	0.0	0.0	2.7	0.5	21.6	23.2	33.0	4.9	11.9	1.1	0.5	0.0	0.0	51.4
Polk	161	0.6	0.0	0.0	0.0	1.2	0.0	15.5	8.7	54.0	14.3	5.6	0.0	0.0	0.0	0.0	73.9
Rutherford	644	0.5	0.2	0.0	0.0	5.4	2.6	33.7	14.9	31.8	5.6	4.5	0.6	0.2	0.0	0.0	42.7
Thomas Jefferson**	9	0.0	0.0	0.0	0.0	0.0	0.0	22.2	0.0	55.6	0.0	22.2	0.0	0.0	0.0	0.0	77.8
Swain	110	0.0	0.0	0.0	0.0	2.7	0.0	21.8	18.2	43.6	5.5	7.3	0.0	0.9	0.0	0.0	57.3
Transylvania	309	0.0	0.0	0.0	0.0	0.6	0.3	16.2	16.5	44.0	12.6	7.8	1.0	0.6	0.0	0.3	66.3
Yancey	196	0.0	1.5	0.0	0.0	1.0	1.0	12.2	16.8	41.8	13.8	8.2	2.0	1.5	0.0	0.0	67.3

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
•Data not reported where Number Tested is fewer than five.
••Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

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Table 5 b. North Carolina Testing Program
Annual English II Assessment, 2000-01
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Northwest Region

		PERCENTAGE															
	NUMBER TESTED	Off Topic	Blank	Unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**86,034**	**0.7**	**0.2**	**0.0**	**0.0**	**4.1**	**2.5**	**23.7**	**14.9**	**35.5**	**8.1**	**8.8**	**0.8**	**0.6**	**0.0**	**0.0**	**53.9**
Northwest Region	**13,717**	**0.7**	**0.2**	**0.0**	**0.0**	**4.1**	**3.1**	**24.5**	**15.5**	**34.1**	**8.4**	**8.0**	**0.9**	**0.6**	**0.0**	**0.0**	**51.9**
Alexander	344	0.3	0.3	0.0	0.0	4.7	5.8	29.9	20.3	32.0	4.7	1.5	0.6	0.0	0.0	0.0	38.7
Alleghany	115	0.0	0.9	0.0	0.0	7.8	10.4	25.2	21.7	28.7	2.6	2.6	0.0	0.0	0.0	0.0	33.9
Ashe	246	0.0	0.4	0.0	0.0	4.9	2.8	11.8	7.3	41.9	7.7	17.5	3.7	2.0	0.0	0.0	72.8
Avery	179	1.1	0.0	0.0	0.0	3.9	2.8	31.8	17.3	26.8	8.9	6.1	0.0	1.1	0.0	0.0	43.0
Crossnore Academy**	4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Burke	927	0.3	0.0	0.0	0.0	1.2	1.5	16.9	18.1	34.6	15.1	9.8	1.3	0.9	0.1	0.1	61.9
Caldwell	808	0.7	0.4	0.0	0.0	4.8	2.8	22.6	14.7	36.9	9.4	6.2	0.9	0.5	0.0	0.0	53.8
Catawba	1,191	0.4	0.4	0.0	0.0	3.5	4.0	28.7	19.6	29.7	8.1	4.5	0.8	0.2	0.0	0.0	43.3
Hickory City	294	1.0	0.3	0.0	0.0	6.8	3.7	20.7	13.6	32.7	11.6	9.5	0.0	0.0	0.0	0.0	53.7
Newton Conover City	210	0.0	0.0	0.0	0.0	4.8	3.8	19.0	9.0	38.1	13.3	11.4	0.5	0.0	0.0	0.0	63.3
Davidson	1,412	0.7	0.2	0.0	0.0	3.7	4.2	24.9	17.3	35.1	6.2	6.9	0.5	0.4	0.0	0.0	48.9
Lexington City	180	0.0	0.0	0.0	0.0	4.4	2.2	21.1	18.3	38.3	6.1	7.2	1.1	1.1	0.0	0.0	53.9
Thomasville City	126	0.0	0.0	0.0	0.0	0.8	0.8	25.4	19.0	41.3	9.5	3.2	0.0	0.0	0.0	0.0	54.0
Davie	451	0.0	0.0	0.0	0.0	4.4	3.1	29.4	19.4	33.9	11.1	14.2	1.8	0.7	0.0	0.0	61.6
Winston-Salem/Forsyth	2,879	0.9	0.3	0.0	0.0	4.9	2.5	22.0	12.5	34.2	9.6	11.0	1.4	1.0	0.1	0.1	56.9
Lift Academy**	27	0.0	14.8	0.0	0.0	11.1	7.4	25.9	22.2	18.5	0.0	0.0	0.0	0.0	0.0	0.0	18.5
Iredell-Statesville	1,358	1.5	0.0	0.0	0.0	3.9	2.3	28.8	18.0	35.1	6.2	3.8	0.3	0.1	0.0	0.1	45.6
Mooresville City	334	0.0	0.3	0.0	0.0	2.9	0.3	19.4	16.9	42.0	10.8	7.0	0.9	0.3	0.0	0.0	60.2
Stokes	544	1.1	0.0	0.0	0.0	6.4	2.9	33.3	12.1	29.8	7.4	6.3	0.4	0.4	0.0	0.0	44.1
Surry	541	1.3	0.0	0.0	0.0	3.5	2.2	28.3	14.6	36.0	5.5	7.8	0.2	0.6	0.0	0.0	50.1
Elkin City	73	0.0	0.0	0.0	0.0	1.4	2.7	17.8	11.0	30.1	6.8	23.3	2.7	4.1	0.0	0.0	67.1
Mount Airy City	154	0.6	0.0	0.0	0.0	2.6	1.3	20.1	10.4	34.4	13.6	14.9	1.3	0.6	0.0	0.0	64.9
Watauga	396	0.0	0.0	0.0	0.0	2.0	1.3	24.5	17.2	39.9	7.6	6.6	1.0	0.0	0.0	0.0	55.1
Wilkes	726	0.1	0.1	0.0	0.0	4.3	5.5	25.6	18.2	29.8	7.4	8.1	0.4	0.4	0.0	0.0	46.1
Yadkin	418	2.6	0.0	0.0	0.0	5.5	3.1	34.0	14.4	29.7	5.5	4.3	0.7	0.2	0.0	0.0	40.4

Notes †The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 5 c. North Carolina Testing Program
Annual English II Assessment, 2000-01
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Southwest Region

		PERCENTAGE															
	NUMBER TESTED	Off Topic	Blank	Unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above*
State	**86,034**	**0.7**	**0.2**	**0.0**	**0.0**	[illegible]	**2.5**	**23.7**	**14.9**	**35.5**	**8.1**	**8.8**	**0.8**	**0.6**	**0.0**	**0.0**	**53.9**
Southwest Region	**18,184**	**0.8**	**0.2**	**0.0**	**0.0**	**4.4**	**2.6**	**23.4**	**14.4**	**35.4**	**7.9**	**9.1**	**0.9**	**0.8**	**0.0**	**0.1**	**54.1**
Anson	306	1.0	0.0	0.0	0.0	7.2	5.2	34.6	20.9	23.2	2.0	5.6	0.3	0.0	0.0	0.0	31.0
Cabarrus	1,396	0.4	0.1	0.0	0.0	1.4	2.7	24.6	18.4	38.1	6.4	7.4	0.2	0.1	0.1	0.0	52.4
Kannapolis City	244	0.0	0.4	0.0	0.0	4.9	5.3	34.8	16.0	29.5	4.5	4.1	0.4	0.0	0.0	0.0	38.5
Cleveland	532	0.0	0.2	0.0	0.0	3.0	2.6	28.6	12.4	39.5	8.3	5.3	0.2	0.0	0.0	0.0	53.2
Kings Mountain	329	1.5	0.0	0.0	0.0	1.8	2.7	18.2	20.4	36.2	11.6	7.0	0.6	0.6	0.0	0.0	55.3
Shelby City	188	0.5	0.0	0.0	0.0	1.6	0.5	22.3	20.2	36.7	6.9	11.2	0.5	0.0	0.0	0.0	55.3
Gaston	2,025	0.3	0.0	0.0	0.0	2.5	2.2	16.4	11.5	37.1	8.4	17.6	2.3	1.8	0.0	0.1	67.1
Hoke	361	1.4	0.0	0.0	0.0	7.2	4.4	34.1	12.5	27.4	8.0	4.4	0.3	0.3	0.0	0.0	40.4
Lincoln	731	1.0	0.4	0.0	0.0	4.1	2.2	22.0	14.1	38.0	8.5	7.8	1.1	0.5	0.0	0.3	56.2
Charlotte/Mecklenburg	6,442	1.1	0.3	0.0	0.0	6.1	2.6	23.0	13.8	35.3	7.1	9.0	0.8	0.8	0.0	0.1	53.1
Kennedy Charter**	12	0.0	0.0	0.0	0.0	41.7	0.0	58.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Montgomery	321	0.6	0.0	0.0	0.0	4.0	1.9	29.0	18.4	35.8	6.2	3.7	0.3	0.0	0.0	0.0	46.1
Moore	752	0.5	0.0	0.0	0.0	1.3	2.9	21.0	14.8	33.9	11.7	11.7	1.6	0.5	0.0	0.0	59.4
Richmond	492	0.0	0.0	0.0	0.0	1.0	1.6	17.5	13.8	43.3	12.4	9.1	0.8	0.4	0.0	0.0	66.1
Rowan-Salisbury	1,328	2.3	0.1	0.0	0.0	6.3	2.8	28.2	13.7	33.2	5.9	6.3	0.2	1.1	0.1	0.1	46.8
Scotland	430	0.0	0.2	0.0	0.0	4.0	5.1	28.6	14.0	30.7	6.3	7.7	2.3	0.9	0.0	0.2	48.1
Laurinburg**	8	37.5	0.0	0.0	0.0	37.5	0.0	12.5	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Laurinburg Homework**	15	0.0	0.0	0.0	0.0	53.3	6.7	33.3	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Stanly	729	0.5	0.3	0.0	0.0	4.5	2.7	19.5	11.8	35.8	10.6	12.8	0.5	0.8	0.0	0.1	60.6
Union	1,543	0.3	0.1	0.0	0.0	3.2	2.2	24.6	16.6	35.1	10.4	6.0	0.8	0.6	0.0	0.0	53.0

Notes *The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 5 d. North Carolina Testing Program
Annual English II Assessment, 2000-01
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Northeast Region

		PERCENTAGE															
	NUMBER TESTED	Off Topic	Blank	Unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above[†]
State	**86,034**	**0.7**	**0.2**	**0.0**	**0.0**	**4.1**	**2.5**	**23.7**	**14.9**	**35.5**	**8.1**	**8.8**	**0.8**	**0.6**	**0.0**	**0.0**	**53.9**
Northeast Region	**6,149**	**0.5**	**0.2**	**0.0**	**0.0**	**5.3**	**3.4**	**27.7**	**16.3**	**33.9**	**6.1**	**5.9**	**0.4**	**0.4**	**0.0**	**0.0**	**46.8**
Beaufort	527	0.4	0.0	0.0	0.0	9.1	5.7	31.3	14.2	27.9	7.4	3.4	0.4	0.0	0.2	0.0	39.3
Bertie	277	0.7	0.4	0.0	0.0	3.6	3.2	34.7	18.8	28.9	3.2	5.8	0.0	0.7	0.0	0.0	38.5
Camden	91	0.0	0.0	0.0	0.0	7.7	3.3	16.5	14.3	34.1	9.9	7.7	3.3	3.3	0.0	0.0	58.2
Edenton/Chowan	203	0.5	0.0	0.0	0.0	1.0	0.5	18.2	18.2	42.4	7.4	8.9	1.0	1.5	0.0	0.5	61.6
Currituck	231	0.0	0.0	0.0	0.0	4.8	0.0	16.9	13.9	44.6	7.4	10.0	1.7	0.9	0.0	0.0	64.5
Dare	340	0.3	0.0	0.0	0.0	2.4	2.9	24.1	14.1	34.1	11.2	10.3	0.6	0.0	0.0	0.0	56.2
Edgecombe	535	0.2	0.4	0.0	0.0	2.2	1.7	22.1	18.1	39.8	7.9	6.0	1.3	0.4	0.0	0.0	55.3
Gates	159	0.0	0.0	0.0	0.0	5.7	4.4	27.0	19.5	33.3	3.8	5.7	0.0	0.6	0.0	0.0	43.4
Halifax	427	0.9	0.5	0.0	0.0	10.3	7.3	31.4	17.3	26.5	3.7	2.1	0.0	0.0	0.0	0.0	32.3
Roanoke Rapids City	214	0.5	0.5	0.0	0.0	5.1	4.2	35.0	11.7	34.1	0.9	7.5	0.0	0.5	0.0	0.0	43.0
Weldon City	57	0.0	0.0	0.0	0.0	10.5	10.5	49.1	10.5	12.3	3.5	3.5	0.0	0.0	0.0	0.0	19.3
Hertford	301	2.3	0.3	0.0	0.0	11.0	4.3	33.2	13.6	27.2	3.7	4.0	0.3	0.0	0.0	0.0	35.2
Hyde	47	0.0	0.0	0.0	0.0	12.8	8.5	46.8	10.6	14.9	0.0	6.4	0.0	0.0	0.0	0.0	21.3
Martin	334	1.2	0.0	0.0	0.0	3.6	2.1	25.1	15.0	40.7	4.8	7.2	0.0	0.3	0.0	0.0	53.0
Northampton	243	0.0	0.4	0.0	0.0	3.3	3.7	33.7	17.7	29.2	7.8	4.1	0.0	0.0	0.0	0.0	41.2
Elizabeth City/Pasquotank	436	0.0	0.0	0.0	0.0	2.1	4.6	25.5	22.2	32.8	9.4	3.2	0.2	0.0	0.0	0.0	45.6
Perquimans	134	0.7	0.0	0.0	0.0	9.7	0.7	21.6	14.2	37.3	3.0	11.9	0.0	0.7	0.0	0.0	53.0
Pitt	1,352	0.2	0.1	0.0	0.0	3.6	2.0	27.0	16.1	37.4	6.1	6.8	0.1	0.4	0.0	0.1	51.0
Tyrrell	58	0.0	0.0	0.0	0.0	10.3	6.9	31.0	10.3	29.3	3.4	8.6	0.0	0.0	0.0	0.0	41.4
Washington	183	1.1	0.0	0.0	0.0	12.0	3.3	32.2	16.9	29.0	3.3	2.2	0.0	0.0	0.0	0.0	34.4

Notes: [†] The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 5 e. North Carolina Testing Program
Annual English II Assessment, 2000-01
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Southeast Region

		PERCENTAGE															
	NUMBER TESTED	Off Topic	Blank	Unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**86,034**	**0.7**	**0.2**	**0.0**	**0.0**	**4.1**	**2.5**	**23.7**	**14.9**	**35.5**	**8.1**	**8.8**	**0.8**	**0.6**	**0.0**	**0.0**	**53.9**
Southeast Region	**15,856**	**0.7**	**0.1**	**0.0**	**0.0**	**4.2**	**2.4**	**24.9**	**14.8**	**35.2**	**8.0**	**8.5**	**0.7**	**0.3**	**0.0**	**0.0**	**52.7**
Bladen	340	1.5	0.0	0.0	0.0	6.8	5.3	27.1	14.7	32.1	7.6	4.4	0.6	0.0	0.0	0.0	44.7
Brunswick	700	1.4	0.0	0.0	0.0	3.4	1.3	22.3	14.9	38.3	9.3	8.1	0.9	0.1	0.0	0.0	56.7
Carteret	647	0.8	0.2	0.0	0.0	4.3	2.2	24.0	13.8	39.4	6.8	7.7	0.5	0.5	0.0	0.0	54.9
Cape Lookout Marine**	19	0.0	0.0	0.0	0.0	10.5	0.0	52.6	26.3	10.5	0.0	0.0	0.0	0.0	0.0	0.0	10.5
Columbus	544	0.2	0.0	0.0	0.0	5.3	2.8	27.2	18.9	34.4	5.3	5.7	0.0	0.2	0.0	0.0	45.6
Whiteville City	206	0.0	0.0	0.0	0.0	1.0	3.4	26.7	13.6	40.8	10.7	3.4	0.0	0.5	0.0	0.0	55.3
Craven	1,003	0.6	0.0	0.0	0.0	4.5	4.2	23.6	15.1	32.7	10.3	8.0	0.6	0.5	0.0	0.0	52.0
Cumberland	3,572	0.5	0.2	0.0	0.0	2.8	1.3	16.9	14.3	40.9	11.1	10.6	1.1	0.3	0.0	0.0	64.0
Oma's Inc. **	20	5.0	5.0	0.0	0.0	25.0	40.0	20.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Duplin	552	1.3	0.4	0.0	0.0	6.7	1.4	21.4	11.8	41.7	7.2	8.2	0.0	0.0	0.0	0.0	57.1
Greene	243	1.2	0.4	0.0	0.0	3.3	2.1	46.1	14.4	28.4	0.4	3.7	0.0	0.0	0.0	0.0	32.5
Jones	101	1.0	0.0	0.0	0.0	18.8	8.9	24.8	19.8	20.8	5.0	1.0	0.0	0.0	0.0	0.0	26.7
Lenoir	763	0.8	0.0	0.0	0.0	4.3	1.4	26.3	14.3	39.6	6.2	6.8	0.1	0.1	0.0	0.0	52.8
New Hanover	1,508	0.1	0.3	0.0	0.0	2.1	1.3	20.5	11.6	36.0	7.7	17.3	1.6	1.3	0.1	0.1	64.1
Onslow	1,544	0.5	0.1	0.0	0.0	4.9	3.5	30.4	17.1	30.7	6.8	5.2	0.4	0.4	0.0	0.0	43.5
Pamlico	159	0.0	0.0	0.0	0.0	5.0	2.5	26.4	18.2	33.3	8.8	5.7	0.0	0.0	0.0	0.0	47.8
Pender	383	0.0	0.0	0.0	0.0	0.0	0.0	10.2	14.1	41.5	14.6	17.5	1.8	0.3	0.0	0.0	75.7
Robeson	1,502	1.5	0.1	0.0	0.0	7.5	4.2	37.6	15.7	25.4	3.7	4.0	0.3	0.0	0.0	0.0	33.3
Sampson	486	0.8	0.2	0.0	0.0	3.7	0.8	37.2	16.3	31.3	5.1	4.3	0.2	0.0	0.0	0.0	40.9
Clinton City	169	0.0	0.0	0.0	0.0	1.8	1.8	28.4	13.0	32.5	8.9	10.7	0.0	3.0	0.0	0.0	55.0
Wayne	1,374	0.7	0.1	0.0	0.0	4.2	2.9	27.6	15.9	32.8	7.7	7.1	0.8	0.1	0.0	0.0	48.5
Wayne Academy**	21	9.5	4.8	0.0	0.0	47.6	9.5	28.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

Table 5 f. North Carolina Testing Program
Annual English II Assessment, 2000-01
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Central Region

		PERCENTAGE															
	NUMBER TESTED	Off Topic	Blank	Unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**86,034**	**0.7**	**0.2**	**0.0**	**0.0**	**4.1**	**2.5**	**23.7**	**14.9**	**35.5**	**8.1**	**8.8**	**0.8**	**0.6**	**0.0**	**0.0**	**53.9**
Central Region	**25,489**	**0.7**	**0.2**	**0.0**	**0.0**	**3.9**	**2.1**	**22.4**	**14.4**	**36.2**	**8.4**	**10.1**	**0.9**	**0.7**	**0.0**	**0.0**	**56.3**
Alamance-Burlington	1,444	0.3	0.1	0.0	0.0	1.9	1.4	18.8	16.4	43.6	10.2	6.6	0.4	0.1	0.0	0.0	61.1
Lakeside School**	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
River Mill Charter**	22	0.0	0.0	0.0	0.0	9.1	4.5	18.2	31.8	18.2	4.5	13.6	0.0	0.0	0.0	0.0	36.4
Caswell	248	0.8	0.4	0.0	0.0	3.6	4.4	22.6	17.7	34.7	10.5	4.8	0.0	0.4	0.0	0.0	50.4
Chatham	482	1.2	0.2	0.0	0.0	3.7	1.7	26.3	12.9	38.4	6.0	8.9	0.4	0.2	0.0	0.0	53.9
Woods Charter**	17	0.0	0.0	0.0	0.0	0.0	0.0	17.6	0.0	58.8	5.9	11.8	5.9	0.0	0.0	0.0	82.4
Durham	1,901	1.4	0.4	0.0	0.0	6.9	2.6	23.7	14.7	33.8	5.1	9.2	0.7	0.3	0.0	0.1	50.2
Kestrel Heights**	8	0.0	0.0	0.0	0.0	0.0	12.5	50.0	12.5	25.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0
Omuteko Gwamaziima**	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Franklin	476	0.4	0.4	0.0	0.0	3.8	1.1	17.0	19.7	43.3	7.8	6.1	0.2	0.2	0.0	0.0	57.6
Granville	488	0.2	0.2	0.0	0.0	2.9	2.7	30.1	17.0	35.5	5.1	5.5	0.4	0.4	0.0	0.0	46.9
Guilford	4,182	0.7	0.3	0.0	0.0	4.7	2.1	21.7	12.5	35.8	8.7	11.0	1.1	1.3	0.0	0.1	57.9
Harnett	1,108	0.6	0.1	0.0	0.0	5.2	3.2	23.6	13.4	35.5	7.3	9.7	0.5	0.8	0.0	0.0	53.9
Johnston	1,232	0.3	0.2	0.0	0.0	2.8	0.8	24.8	17.9	37.4	7.5	7.2	0.5	0.3	0.0	0.1	53.1
Lee	531	0.2	0.0	0.0	0.0	2.8	1.3	21.8	12.1	42.4	7.0	11.5	0.2	0.8	0.0	0.0	61.8
Provisions Academy**	5	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nash-Rocky Mount	1,230	1.5	0.0	0.0	0.0	5.2	3.7	26.8	15.3	35.4	4.6	6.6	0.8	0.1	0.0	0.0	47.6
Orange	426	0.5	0.2	0.0	0.0	3.8	0.7	30.3	13.4	36.6	7.5	6.1	0.7	0.2	0.0	0.0	51.2
Chapel Hill-Carrboro City	706	0.0	0.0	0.0	0.0	1.0	0.6	5.0	5.5	35.8	13.6	31.6	3.4	3.1	0.0	0.4	88.0
New Century School**	34	0.0	0.0	0.0	0.0	38.2	8.8	35.3	17.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Person	373	0.8	0.0	0.0	0.0	1.6	2.7	18.2	18.2	37.0	12.9	7.8	0.5	0.3	0.0	0.0	58.4
Randolph	1,124	0.3	0.1	0.0	0.0	3.9	2.5	29.4	16.1	32.5	6.9	7.3	0.6	0.4	0.0	0.0	47.7
Asheboro City	266	0.4	0.0	0.0	0.0	5.3	1.5	28.9	18.4	31.2	5.3	7.9	0.0	1.1	0.0	0.0	45.5
Rockingham	1,012	0.1	0.1	0.0	0.0	2.0	0.7	21.3	13.8	41.8	7.3	10.3	1.7	0.7	0.1	0.1	62.0
Vance	503	2.4	0.8	0.0	0.0	7.8	7.0	35.2	17.1	21.3	4.6	3.8	0.0	0.0	0.0	0.0	29.6
Wake	6,406	0.4	0.2	0.0	0.0	2.8	1.6	18.4	13.6	37.5	10.7*	12.7	1.2	0.8	0.1	0.0	63.0
John H. Baker Charter**	14	7.1	7.1	0.0	0.0	14.3	7.1	28.6	14.3	21.4	0.0	0.0	0.0	0.0	0.0	0.0	21.4
Raleigh Charter High**	99	0.0	0.0	0.0	0.0	0.0	0.0	13.1	12.1	44.4	13.1	14.1	2.0	1.0	0.0	0.0	74.7
Quest Academy**	5	0.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0	20.0	0.0	60.0	0.0	0.0	0.0	0.0	80.0
Warren	269	4.5	0.4	0.0	0.0	10.8	10.0	37.5	14.5	18.6	1.9	1.5	0.4	0.0	0.0	0.0	22.3
Wilson	871	0.6	0.0	0.0	0.0	4.0	3.4	33.0	18.7	28.1	6.3	4.7	0.7	0.5	0.0	0.0	40.3

Notes: * The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The numbers have been rounded to the nearest tenth.

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Table 6 a. North Carolina Testing Program
Annual English II Assessment, 2000-01
Percent of Students at or above 3.0, by Ethnicity and LEA
Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**86,034**	**53.9**	**1,209**	**38.5**	**1,594**	**58.6**	**23,117**	**39.1**	**2,162**	**46.1**	**1,369**	**54.3**	**55,632**	**60.6**
Western Region	**6,639**	**57.9**	**62**	**46.8**	**47**	**63.8**	**371**	**32.9**	**105**	**51.4**	**68**	**58.8**	**5,945**	**59.6**
Buncombe	1,688	60.4	11	81.8	16	62.5	68	44.1	26	53.8	14	71.4	1,546	61.0
Asheville City	312	49.4	0	•	1	•	98	20.4	6	16.7	6	33.3	196	64.8
Cherokee	246	64.2	0	•	1	•	6	50.0	3	•	2	•	232	64.7
Clay	101	77.2	0	•	0	•	0	•	0	•	1	•	99	76.8
Graham	68	72.1	2	•	0	•	0	•	0	•	1	•	65	73.8
Haywood	536	67.5	3	•	0	•	11	72.7	10	80.0	2	•	508	67.5
Henderson	897	58.9	1	•	7	57.1	50	28.0	36	47.2	22	59.1	776	61.5
Jackson	273	55.7	19	26.3	0	•	3	•	2	•	4	•	244	57.8
Macon	315	56.8	1	•	3	•	2	•	2	•	2	•	301	56.1
Madison	174	50.0	1	•	0	•	0	•	0	•	0	•	172	50.0
McDowell	415	44.1	0	•	14	71.4	19	26.3	2	•	1	•	379	44.1
Mitchell	185	51.4	2	•	0	•	0	•	2	•	2	•	178	51.1
Polk	161	73.9	0	•	1	•	10	60.0	4	•	1	•	141	74.5
Rutherford	644	42.7	0	•	4	•	84	28.6	8	37.5	5	40.0	539	45.1
Thomas Jefferson**	9	77.8	0	•	0	•	0	•	0	•	0	•	9	77.8
Swain	110	57.3	22	45.5	0	•	0	•	0	•	1	•	86	59.3
Transylvania	309	66.3	0	•	0	•	16	50.0	3	•	4	•	286	67.5
Yancey	196	67.3	0	•	0	•	4	•	1	•	0	•	188	68.1

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

•Data not reported where Number Tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

The ethnic categories may not sum to All Students Number Tested, because students may not have coded in an ethnic category.

Table 6 b. North Carolina Testing Program
Annual English II Assessment, 2000-01
Percent of Students at or above 3.0, by Ethnicity and LEA
Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**86,034**	**53.9**	**1,209**	**38.5**	**1,594**	**58.6**	**23,117**	**39.1**	**2,162**	**46.1**	**1,369**	**54.3**	**55,632**	**60.6**
Northwest Region	**13,717**	**51.9**	**31**	**29.0**	**327**	**46.8**	**1,848**	**37.7**	**297**	**39.4**	**149**	**51.0**	**10,960**	**55.0**
Alexander	344	38.7	1	•	14	42.9	17	35.3	3	•	0	•	308	38.6
Alleghany	115	33.9	1	•	0	•	0	•	3	•	0	•	111	34.2
Ashe	246	72.8	0	•	1	•	2	•	5	60.0	0	•	238	73.5
Avery	179	43.0	0	•	0	•	1	•	0	•	0	•	177	43.5
Crossnore Academy**	4	•	0	•	0	•	0	•	0	•	0	•	4	•
Burke	927	61.9	1	•	77	54.5	53	37.7	22	45.5	15	33.3	755	65.4
Caldwell	808	53.8	1	•	9	66.7	51	43.1	10	50.0	5	20.0	730	54.8
Catawba	1,191	43.3	4	•	77	36.4	70	25.7	33	33.3	13	46.2	989	45.6
Hickory City	294	53.7	0	•	18	33.3	76	32.9	14	35.7	5	80.0	179	65.4
Newton Conover City	210	63.3	1	•	18	55.6	28	35.7	13	46.2	1	•	147	70.7
Davidson	1,412	48.9	9	33.3	12	66.7	41	39.0	9	88.9	4	•	1,332	48.9
Lexington City	180	53.9	0	•	16	25.0	91	50.5	9	44.4	6	66.7	57	68.4
Thomasville City	126	54.0	0	•	4	•	54	57.4	3	•	1	•	52	51.9
Davie	451	61.6	0	•	0	•	44	40.9	8	37.5	7	71.4	388	64.7
Winston-Salem/Forsyth	2,879	56.9	8	12.5	26	65.4	928	40.9	60	46.7	62	56.5	1,761	66.0
Lift Academy**	27	18.5	0	•	0	•	26	19.2	0	•	0	•	1	•
Iredell-Statesville	1,158	45.6	0	•	31	32.3	210	25.7	19	42.1	9	33.3	881	51.0
Mooresville City	314	60.2	0	•	3	•	40	37.5	1	•	1	•	260	63.8
Stokes	544	44.1	0	•	1	•	19	26.3	10	40.0	5	40.0	503	45.3
Surry	541	50.1	1	•	6	50.0	19	42.1	28	32.1	5	60.0	479	51.8
Elkin City	73	67.1	0	•	0	•	3	•	4	•	0	•	65	69.2
Mount Airy City	154	64.9	0	•	6	50.0	16	31.3	4	•	0	•	128	71.1
Watauga	396	55.1	2	•	3	•	2	•	2	•	5	60.0	380	55.3
Wilkes	726	46.1	1	•	5	40.0	40	12.5	14	21.4	1	•	663	48.6
Yadkin	418	40.4	1	•	0	•	17	23.5	23	8.7	4	•	372	43.0

Notes:† The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

•Data not reported where Number Tested is fewer than five.

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The ethnic categories may not sum to All Students Number Tested, because students may not have coded in an ethnic category.

Table 6c. North Carolina Testing Program
Annual English II Assessment, 2000-01
Percent of Students at or above 3.0, by Ethnicity and LEA
Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**86,034**	**53.9**	**1,209**	**38.5**	**1,594**	**58.6**	**23,117**	**39.1**	**2,162**	**46.1**	**1,369**	**54.3**	**55,632**	**60.6**
Southwest Region	**18,184**	**54.1**	**147**	**42.2**	**453**	**55.6**	**4,949**	**36.8**	**524**	**42.2**	**222**	**48.6**	**11,710**	**62.2**
Anson	306	31.0	3	*	4	*	184	23.4	1	*	2	*	112	41.1
Cabarrus	1,396	52.4	8	25.0	11	45.5	156	37.8	22	27.3	15	26.7	1,176	55.3
Kannapolis City	244	38.5	2	*	5	0.0	82	23.2	10	30.0	3	*	142	50.0
Cleveland	532	53.2	0	*	1	*	113	44.2	3	*	4	*	411	55.7
Kings Mountain	329	55.3	1	*	11	72.7	82	48.8	7	28.6	5	20.0	221	58.4
Shelby City	188	55.3	0	*	1	*	71	32.4	1	*	2	*	110	70.0
Gaston	2,025	67.1	6	33.3	26	73.1	352	52.8	34	67.6	21	76.2	1,570	70.3
Hoke	361	40.4	32	40.6	4	*	178	32.6	19	47.4	11	54.5	107	50.5
Lincoln	731	56.2	1	*	5	80.0	64	43.8	32	40.6	8	50.0	616	58.3
Charlotte/Mecklenburg	6,442	53.1	26	53.8	297	54.5	2,391	35.7	255	34.9	93	47.3	3,283	67.5
Kennedy Charter**	12	0.0	0	*	0	*	7	0.0	0	*	1	*	4	*
Montgomery	321	46.1	0	*	18	50.0	94	33.0	21	66.7	1	*	187	50.3
Moore	752	59.4	9	33.3	4	*	180	41.7	19	63.2	13	53.8	522	65.9
Richmond	492	66.1	4	*	6	83.3	176	57.4	6	83.3	6	83.3	292	70.5
Rowan-Salisbury	1,328	46.8	9	33.3	19	36.8	256	28.1	42	45.2	12	50.0	981	51.8
Scotland	430	48.1	42	42.9	5	80.0	192	35.4	3	*	5	20.0	179	62.6
Laurinburg**	8	0.0	0	*	0	*	8	0.0	0	*	0	*	0	*
Laurinburg Homework**	15	0.0	1	*	0	*	6	0.0	0	*	0	*	7	0.0
Stanly	729	60.6	1	*	23	60.9	105	38.1	9	44.4	3	*	586	64.8
Union	1,543	53.0	2	*	13	53.8	252	29.8	40	42.5	17	35.3	1,204	58.6

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The ethnic categories may not sum to All Students Number Tested, because students may not have coded in an ethnic category.

Table 6 d. North Carolina Testing Program
Annual English II Assessment, 2000-01
Percent of Students at or above 3.0, by Ethnicity and LEA
Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**86,034**	**53.9**	**1,209**	**38.5**	**1,594**	**58.6**	**23,117**	**39.1**	**2,162**	**46.1**	**1,369**	**54.3**	**55,632**	**60.6**
Northeast Region	**6,149**	**46.8**	**52**	**38.5**	**36**	**63.9**	**3,022**	**36.5**	**54**	**48.1**	**72**	**45.8**	**2,857**	**57.6**
Beaufort	527	39.3	2	*	3	*	207	27.1	4	*	3	*	304	47.4
Bertie	277	38.6	1	*	0	*	216	36.1	0	*	3	*	53	49.1
Camden	91	58.2	0	*	0	*	14	64.3	1	*	0	*	74	56.8
Edenton/Chowan	203	61.6	0	*	0	*	90	50.0	0	*	1	*	109	72.5
Currituck	231	64.5	4	*	1	*	23	60.9	4	*	3	*	190	65.3
Dare	340	56.2	3	*	0	*	15	46.7	7	57.1	5	40.0	307	57.0
Edgecombe	535	55.3	2	*	2	*	306	50.3	10	50.0	6	50.0	209	63.6
Gates	159	43.4	0	*	1	*	77	41.6	1	*	0	*	79	45.6
Halifax	427	32.3	26	50.0	1	*	381	30.2	1	*	6	33.3	9	77.8
Roanoke Rapids City	214	43.0	2	*	6	50.0	44	34.1	1	*	3	*	158	45.6
Weldon City	57	19.3	0	*	0	*	53	17.0	0	*	2	*	1	*
Hertford	301	35.2	4	*	0	*	211	29.4	1	*	14	35.7	64	57.8
Hyde	47	21.3	0	*	0	*	24	8.3	0	*	3	*	19	36.8
Martin	334	53.0	1	*	0	*	173	45.7	7	57.1	1	*	149	61.1
Northampton	243	41.2	1	*	0	*	198	37.4	0	*	0	*	42	57.1
Elizabeth City/Pasquotank	436	45.6	0	*	2	*	198	37.4	2	*	5	40.0	226	54.0
Perquimans	134	53.0	1	*	0	*	62	38.7	1	*	0	*	69	65.2
Pitt	1,352	51.0	5	60.0	19	68.4	577	37.3	13	38.5	13	61.5	714	61.5
Tyrrell	58	41.4	0	*	0	*	24	20.8	1	*	2	*	31	58.1
Washington	183	34.4	0	*	1	*	129	27.1	0	*	2	*	50	52.0

Notes:† The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.

*Data not reported where Number Tested is fewer than five.

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Table 6 e. North Carolina Testing Program
Annual English II Assessment, 2000-01
Percent of Students at or above 3.0, by Ethnicity and LEA
Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**86,034**	**53.9**	**1,209**	**38.5**	**1,594**	**58.6**	**23,117**	**39.1**	**2,162**	**46.1**	**1,369**	**54.3**	**55,632**	**60.6**
Southeast Region	**15,856**	**52.7**	**793**	**36.3**	**155**	**69.0**	**5,424**	**43.8**	**490**	**54.3**	**402**	**55.7**	**8,365**	**59.5**
Bladen	340	44.7	0	*	0	*	152	34.9	2	*	2	*	182	52.7
Brunswick	700	56.7	12	50.0	2	*	164	47.0	8	75.0	8	50.0	499	59.9
Carteret	647	54.9	2	*	2	*	53	43.4	9	33.3	8	37.5	565	56.1
Cape Lookout Marine**	19	10.5	0	*	0	*	1	*	0	*	0	*	15	6.7
Columbus	544	45.6	33	27.3	0	*	240	37.9	5	0.0	8	62.5	255	56.1
Whiteville City	206	55.3	3	*	0	*	78	46.2	1	*	1	*	123	62.6
Craven	1,003	52.0	5	80.0	12	66.7	321	36.8	23	52.2	24	58.3	610	59.3
Cumberland	3,572	64.0	83	56.6	63	81.0	1,475	58.8	225	60.0	160	69.4	1,462	69.0
Oma's Inc. **	20	0.0	1	*	1	*	11	0.0	1	*	1	*	4	*
Duplin	552	57.1	0	*	0	*	200	42.5	43	53.5	6	100.0	303	66.3
Greene	243	32.5	1	*	1	*	130	20.8	9	44.4	2	*	98	46.9
Jones	101	26.7	0	*	0	*	65	20.0	0	*	4	*	32	37.5
Lenoir	763	52.8	3	*	3	*	366	44.0	9	66.7	10	30.0	363	62.5
New Hanover	1,508	64.1	11	54.5	21	66.7	341	46.6	10	60.0	28	53.6	1,073	69.9
Onslow	1,544	43.5	12	25.0	26	46.2	374	38.8	52	51.9	69	42.0	991	45.3
Pamlico	159	47.8	2	*	0	*	49	42.9	1	*	1	*	104	51.0
Pender	383	75.7	1	*	0	*	111	72.9	6	83.3	7	85.7	257	75.9
Robeson	1,502	33.3	609	33.0	6	83.3	506	27.5	21	23.8	27	29.6	320	41.9
Sampson	486	40.9	8	37.5	1	*	140	32.1	26	57.7	6	33.3	303	43.9
Clinton City	169	55.0	3	*	0	*	75	45.3	6	0.0	3	*	80	70.0
Wayne	1,374	48.5	4	*	17	52.9	553	36.2	32	50.0	27	48.1	726	57.3
Wayne Academy**	21	0.0	0	*	0	*	19	0.0	1	*	0	*	0	*

Notes: † The 'Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
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Table 61. North Carolina Testing Program
Annual English II Assessment, 2000-01
Percent of Students at or above 3.0, by Ethnicity and LEA
Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**86,034**	**53.9**	**1,209**	**38.5**	**1,594**	**58.6**	**23,117**	**39.1**	**2,162**	**46.1**	**1,369**	**54.3**	**55,632**	**60.6**
Central Region	**25,489**	**56.3**	**124**	**46.0**	**576**	**64.1**	**7,503**	**38.8**	**692**	**45.2**	**456**	**57.7**	**15,795**	**64.9**
Alamance-Burlington	1,444	61.1	5	60.0	19	36.8	362	48.1	56	44.6	18	83.3	973	66.8
Lakeside School**	4	*	0	*	0	*	1	*	0	*	0	*	3	*
River Mill Charter**	22	36.4	0	*	0	*	1	*	0	*	2	*	19	36.8
Caswell	248	50.4	1	*	0	*	119	41.2	0	*	2	*	126	59.5
Chatham	482	53.9	0	*	5	100.0	110	41.8	27	40.7	11	54.5	327	58.4
Woods Charter**	17	82.4	0	*	0	*	0	*	0	*	0	*	17	82.4
Durham	1,901	50.2	2	*	33	66.7	903	34.4	48	35.4	56	48.2	821	68.5
Kestrel Heights**	8	25.0	0	*	0	*	3	*	0	*	0	*	5	40.0
Omuteko Gwamaziima**	3	*	0	*	0	*	2	*	0	*	0	*	0	*
Franklin	476	57.6	4	*	2	*	176	46.0	7	42.9	8	87.5	278	65.1
Granville	488	46.9	2	*	3	*	175	41.7	8	25.0	7	42.9	288	50.0
Guilford	4,182	57.9	25	52.0	178	48.3	1,405	38.5	71	50.7	81	53.1	2,376	70.5
Harnett	1,108	53.9	11	45.5	9	77.8	313	39.6	53	37.7	28	60.7	684	61.5
Johnston	1,232	53.1	2	*	6	50.0	224	41.5	53	35.8	14	42.9	920	57.0
Lee	531	61.8	1	*	6	50.0	123	52.8	51	45.1	4	*	346	67.9
Provisions Academy**	5	0.0	0	*	0	*	3	*	0	*	1	*	1	*
Nash-Rocky Mount	1,230	47.6	6	66.7	8	50.0	631	39.8	26	57.7	15	40.0	527	56.5
Orange	426	51.2	5	40.0	5	60.0	88	35.2	8	50.0	4	*	311	55.3
Chapel Hill-Carrboro City	706	88.0	0	*	41	95.1	83	56.6	16	93.8	27	96.3	515	92.2
New Century School**	34	0.0	0	*	0	*	5	0.0	1	*	3	*	25	0.0
Person	373	58.4	0	*	0	*	100	44.0	3	*	7	57.1	259	64.9
Randolph	1,124	47.7	9	33.3	3	*	60	25.0	37	21.6	3	*	1,006	50.2
Asheboro City	266	45.5	2	*	8	25.0	34	38.2	19	31.6	2	*	198	50.0
Rockingham	1,012	62.0	3	*	5	80.0	203	57.1	19	63.2	6	50.0	772	63.2
Vance	503	29.6	1	*	2	*	316	23.4	10	40.0	7	14.3	163	40.5
Wake	6,406	63.0	31	48.4	238	73.1	1,418	41.8	160	53.8	239	61.9	4,289	70.1
John H. Baker Charter**	14	21.4	0	*	0	*	11	18.2	0	*	1	*	2	*
Raleigh Charter High**	99	74.7	0	*	1	*	3	*	0	*	2	*	90	76.7
Quest Academy**	5	80.0	0	*	0	*	0	*	0	*	0	*	5	80.0
Warren	269	22.3	13	30.8	0	*	190	19.5	1	*	2	*	62	30.6
Wilson	871	40.3	1	*	4	*	441	29.9	18	33.3	6	66.7	387	51.9

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.
The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.

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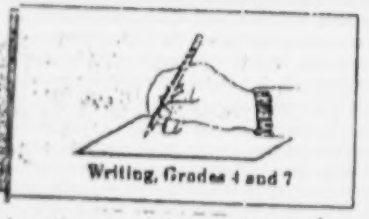
Appendix



Learning to write is an important educational goal for all North Carolina students. Measuring the skills involved takes time and thoughtful judgm
Students were given approximately 65 minutes to write about a given topic. Each paper was scored by two carefully trained, experienced read
The scores reported below represent their combined judgment of this sample of the student's writing. Proficiency for this assessment is a scor
2.5 or greater. Space is provided for this student's teacher to give additional information about other writing skills observed during the year.

The composition score shows how well this student expressed an idea without penalty for spelling or grammar. The second score is for Eng
conventions and does represent a measure of this student's ability to use correct English.

WRITING SKILLS MEASURED	SCORE	EXPLANATION
Composing Skills (Communicating an Idea)*		
• Having a main idea • Providing supporting detail • Showing organization • Using coherence techniques		
Conventions (Using Correct English)*		
• Using complete sentences • Using appropriate forms of words • Using standard mechanics (punctuation, capitalization) • Using correct spelling		

* A FURTHER EXPLANATION OF THE TESTING AND SCORING MAY BE FOUND ON THE BACK OF THIS REPORT

TEACHER COMMENTS:

I have reviewed this report and have made additional comments where necessary. Please, do not hesitate to contact me for a more detailed explanation of the scores or further assistance in this matter.

SIGNED _____

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This page describes the actual prompt given to students and the rules used for scoring it. The examples show strong and weak performance by North Carolina fourth graders. After the prompt was given to students by the teacher, students were given 65 minutes to complete their writing. This year's prompt was:

> Think about a time when you had fun with a friend or a relative. Write a story about a time you had fun with a friend or a relative.

EXPLANATION OF SCORING RULES FOR GRADE FOUR

Specific standards for each skill were established, and student papers were found that met the various levels shown by the score points. Each teacher has a complete copy of the scoring guide used this year and can share it with you. The following is a brief summary of the skills and score points for the narrative composition.

COMPOSING SKILLS (Ability to Communicate an Idea).

MAIN IDEA. The student identifies the event and focuses the writing.

SUPPORTING DETAILS. The student provides sufficient elaboration to develop an overall impression.

ORGANIZATION. The student establishes a plan or strategy with a beginning, development, and ending.

COHERENCE. The student establishes relationships between and among the parts so that the writing flows smoothly from idea to idea.

SCORE POINTS

4 = The paper shows a strong command of narrative writing (consistent focus, elaborated detail, effective sequencing of events, clear strategy, completeness, and unity of ideas).

3 = The paper shows a reasonable command of narrative writing (focus, sufficient detail, reasonable sense of progression and sequencing, and general coherence).

2 = The paper is a narrative but may show some drift from the focus, bare details that are elaborated, and some sense of development, flow, and sequencing.

1 = The paper shows the prompt has been read, and an attempt to respond has been made (little or no focus, few details, sparse, no clear plan, or a lack of sequencing).

NS = The paper is illegible or otherwise nonscorable (blank paper, restatement of the prompt, responses not on topic, or written in a foreign language).

CONVENTIONS (Ability to Use Correct English)

SENTENCE FORMATION. The student consistently writes complete sentences. (Errors could include run-on sentences or sentence fragments.)

USAGE. The student properly selects words and grammatical forms. (Errors could include pronoun errors, verb errors, subject-verb agreement errors, and errors in using negatives.)

MECHANICS. The student uses correct language mechanics. (Errors could include punctuation and capitalization.)

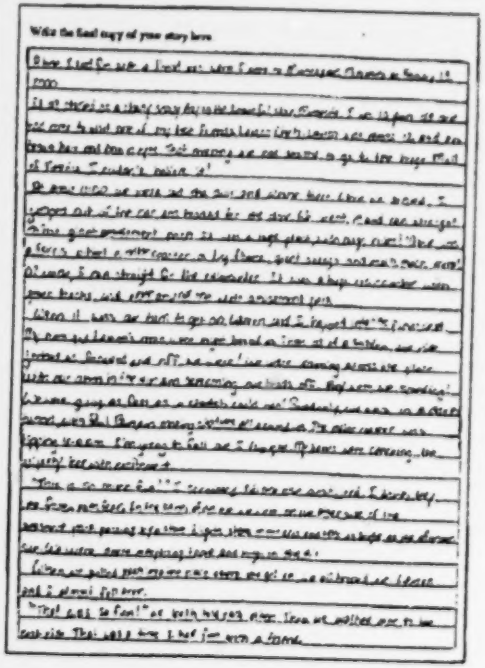
SPELLING. The student uses correct spelling.

SCORE POINTS

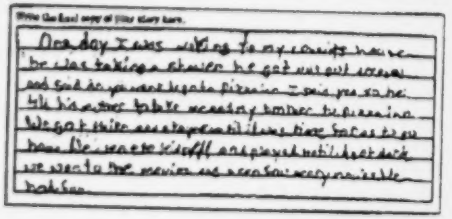
+ = The paper exhibits a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

– = The paper does not show a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

4 **SAMPLE 1** (+)



1 **SAMPLE 2** (–)



GUIDE TO SCORES ON SAMPLE PAPERS

4 Scores on ability to communicate an idea are shown in boxes.

(+) Scores on ability to use correct English are shown in ovals.

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Writing, Grades 4 and 7

Learning to write is an important educational goal for all North Carolina students. Measuring the skills involved takes time and thoughtful judgme Students were given approximately 65 minutes to write about a given topic. Each paper was scored by two carefully trained, experienced reade The scores reported below represent their combined judgment of this sample of the student's writing. Proficiency for this assessment is a score 2.5 or greater. Space is provided for this student's teacher to give additional information about other writing skills observed during the year.

The composition score shows how well this student expressed an idea without penalty for spelling or grammar. The second score is for Engli conventions and does represent a measure of this student's ability to use correct English.

WRITING SKILLS MEASURED	SCORE	EXPLANATION
Composing Skills (Communicating an Idea)*		
• Having a main idea		
• Providing supporting detail		
• Showing organization		
• Using coherence techniques		
Conventions (Using Correct English)*		
• Using complete sentences		
• Using appropriate forms of words		
• Using standard mechanics (punctuation, capitalization)		
• Using correct spelling		

* A FURTHER EXPLANATION OF THE TESTING AND SCORING MAY BE FOUND ON THE BACK OF THIS REPORT

TEACHER COMMENTS:

I have reviewed this report and have made additional comments where necessary. Please, do not hesitate to contact me for a more detailed explanation of the scores or further assistance in this matter.

SIGNED _____

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Take a position on whether wild animals should or should not be kept in zoos. State your position and explain why you think wild animals should or should not be kept in zoos.

EXPLANATION OF SCORING RULES FOR GRADE SEVEN

Specific standards for each skill were established, and student papers were found that met the various levels shown by the score points. Each teacher has a complete copy of the scoring guide used this year and can share it with you. The follo a brief summary of the skills and score points for the point-of-view composition.

COMPOSING SKILLS (Ability to Communicate an Idea)

MAIN IDEA. The student identifies the subject matter and focuses the writing.

SUPPORTING DETAILS. The student provides sufficient reason to explain or clarify his/her position or relationship to the subject matter.

ORGANIZATION. The student establishes a plan or strategy with a beginning, development, and ending.

COHERENCE. The student establishes relationships between and among the ideas, causes, and/or statements in the composition so that the writing progresses smoothly from idea to idea.

SCORE POINTS

4 = The paper shows a strong command of point-of-view writing (a clearly stated position with appropriately and effectively presented elaborated reasons in support of the position, progresses logically, and is coherent).

3 = The paper states a position and gives reasons to support the position. (Two adequately elaborated reasons, one well developed reason, or an extended list with slight elaboration; minor weaknesses are present.)

2 = The paper states a position and gives reasons to support the position. (Two reasons with some elaboration, one moderately elaborated reason, a list of reasons, poorly organized, or unrelated ideas with no clear sense of progression.)

1 = The paper shows the prompt has been read, and an attempt to respond has been made (little or no sense of focus on the subject, no clear cause for the position, unclear reasons or contradictions, no clear strategy or sense of control, one or two unelaborated reasons.)

NS = The paper is illegible or otherwise nonscorable (blank paper, restatement of the prompt, responses not on topic, or written in a foreign language).

CONVENTIONS (Ability to Use Correct English)

SENTENCE FORMATION. The student consistently writes complete sentences. (Errors could include run-on sentences or sentence fragments.)

USAGE. The student properly selects words and grammatical forms. (Errors could include pronoun errors, verb errors, subject-verb agreement errors, and errors in using negatives.)

MECHANICS. The student uses correct language mechanics. (Errors could include punctuation and capitalization.)

SPELLING. The student uses correct spelling.

SCORE POINTS

+ = The paper exhibits a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

− = The paper does not show a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

+ − = The paper is marginal in demonstrating a reasonable level of skills using correct English.

4 **SAMPLE 1** **+**

Write the final copy of your article here.

1 **SAMPLE 2** **−**

Write the final copy of your article here.

Wild animals should not be kept in zoos It's are living things to. Just because people like to look at them you don't have to put wild animal's a cage. It's not right to take a animal out of the wild and put it into a cage. You would like it somebody come in your home and take you and put you in a cage for people to look at would you like to go to the zoo I like to see the animal but I don't like to see wild animal's in cages It's not fair for people to do it to the animals but a lot of

GUIDE TO SCORES ON SAMPLE PAPERS

4 Scores on ability to communicate an idea ar shown in boxes.

+ Scores on ability to use correct English are shown in ovals.

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